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ABSTRACT

The collection of lesson units for grades 3 and 4 is part of a K-6 career education program. Learning activities relate the subject areas directly to occupations, emphasizing how the skills of the various disciplines are needed in different jobs. Some of the suggested techniques are field trips, guest speakers, and role playing. Included also are guidelines for speakers, guest speaker evaluation form, and field trip questionnaire, along with lists of supplementary activities, and a list of occupation pamphlets available to teacher and student. (NJ)

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ED112180

EXPLORING THE WORKING WORLD

Career Program ~~K-6~~ 3-4

1973 - 1974

Written June, 1973

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CE 005 195

WHAT IS CAREER EDUCATION

Career education is a developmental process which is designed to help all individuals prepare for their life roles. Career Education enables students to examine their abilities, interests, and aptitudes; relate them to career opportunities, and make valid decisions regarding further education, and/or work.

Career Education is not a separate course in the school curriculum, nor is it an isolated activity. It is a current, ongoing, activity-oriented process incorporated throughout the curriculum.

Career Education becomes a part of all levels of education from kindergarten through adult life. The elementary years will provide an awareness of the world of work and an understanding of the value of work to the individual and the family.

Grade: 3 Subject: Health Unit: Community Health: Microbes - Drugs

I. CONCEPT: Alaskan employees help maintain good community health.

Objective: The student can identify the role of the Alaskan Health Department.

Learning Activities:

1. Visit the Health Service.
2. Field trip: to a drug store or pharmacy.
3. Diseases: Field trip to Fairbanks Medical Clinic.
4. Narcotic speaker.

Evaluative Activities:

1. Student check the jobs related to the Fairbanks Health Department.

Example:

1. Teacher
2. Janitor
3. Garbageman
4. Nurse
5. Welder
6. Doctor
7. Pilot
8. Water comptroller
9. Forester
10. Air pollution engineer

Materials and Resources:

Grade: 3 Subject: Health Unit: 2. Growth as a Family Member

I. CONCEPT: Some occupations help us grow emotionally.

Objective: The student can describe orally, or in writing, how a psychologist or a counselor can help us become good citizens.

Learning Activities:

1. Have a psychologist visit the classroom to discuss Mental Health. (University of Alaska)
2. Have Guidance counselor talk to the children on citizenship.

Evaluative Activities:

1. Role play the job of a psychologist or a counselor.

Materials and Resources:

Grade: 3 Subject: Health Unit: 3. Physical Safety: Preventing Accidents

I. CONCEPT: Many occupations are related to physical safety.

Objective: The student can identify three jobs related to our physical safety.

Learning Activities:

1. Discuss children's swimming experiences and the role of a lifeguard. (Red Cross) R
2. Out of cardboard, make the basic traffic signs.
3. Set up a miniature street. Students must use hand signals and obey traffic signs. Have a traffic controller.
4. Have the Fairbanks Police Department talk about bicycles and bicycling.
5. List possible jobs that help make our homes safer:
   1. electrician - wiring
   2. plumber
   3. electrical appliances
   4. fire alarm systems

Evaluative Activities:

1. Use check list to check jobs related to our physical safety.

Materials and Resources:

Grade: 3 Subject: Health Unit: 4. Physical Growth

I. CONCEPT: Some occupations help maintain proper physical growth.

Objective: The student can list three jobs where good physical health is helpful or necessary.

Learning Activities:

1. Using the "torso", role play the professor pointing out parts of the body to his class.

2. Emphasize need for good physical condition by these speakers from High School or the University of Alaska.
   a. football player
   b. basketball player
   c. tennis player
   d. volleyball
   e. golf
   f. track and field
   g. baseball

3. Have tasting party to explain where their food came from and jobs needed to grow, cook, and serve it.

Evaluative Activities:

1. The child will list orally, in writing, or by illustration, three jobs where good physical health is helpful or necessary.

Materials and Resources:

Grade: 1 - 3 Subject: Art Unit: 1. Drawing

I. CONCEPT: Drawing is used in several occupations and for hobbies.

Objective: The child can list two jobs or hobbies which use drawings.

Learning Activities:

1. Librarian could speak on illustrating books.
2. Artist display portraits.
3. Have Metal's Department explain how their drawings help their project.
4. Make a notebook (grade level wise) of any famous paintings found in magazines.
5. Have sign painter visit and demonstrate steps in sign painting.
6. Visitor from University on sculpture.
7. Someone visit that draws as a hobby.
8. Someone visit that paints as a hobby.

Materials and Resources:

Evaluative Activities:

1. Check the jobs that use drawing:

___Secretary
___Custodian
___Artist
___Milk man
___Sign painter
___Book illustrator
___Truck driver

Grade: 1 - 3 Subject: Art Unit: 2. Design and Shape

I. CONCEPT: Many jobs and hobbies are involved in artistic design and shapes.

Objective: The child can list two occupations that involve artistic skill in design and shape.

Learning Activities:

1. Have a lady visit and display her needlework.
2. Have a man visit and show a display on photography.
3. Visit University of Alaska Museum of Art.
4. Visit set construction of a play and costume design at the high school.
5. On any field trip, observe window displays. Then design and build your own display.
6. Visit a florist to observe and demonstrate the use of design and shape.
7. Have a landscape architect visit and explain his work.
8. Have a jeweler visit and explain creativity and design.

Materials and Resources:

Evaluative Activities:

1. Give the child the four basic shapes and have him list orally, or verbally, two jobs which involve use of these shapes.

Grade: 1 - 3 Subject: Art Unit: 3. Handicrafts

1. CONCEPT: Some jobs and hobbies are related to handicrafts.

Objective: The child can list two jobs or hobbies which are related to handicrafts.

Learning Activities:

1. Guest speaker on handicrafts.
2. Have a puppet show, with students making puppets and scenery.
3. Have a person demonstrate glass-blowing to the class.
4. Manufacture your own stationery using pressed flowers, waxed paper, onion skin paper, and kleenex.
5. Guest speakers on pottery.
6. Have someone demonstrate how to make candles.

Evaluative Activities:

1. The child will complete two handicraft projects and tell what job is related to each.

Materials and Resources:

Grade: 3 Subject: Math Unit: 2. Measurement

I. CONCEPT: Many jobs use forms of measurement.

Objective: The child can list verbally, or in writing, three jobs that use measurement.

Learning Activities:

1. Field trip to fabric store to observe linear measuring of material.
2. Field trip to service station to observe liquid measurement of gasoline.
3. Have a drafting student from the Lathrop High School visit the class to tell the students how measurement is used for building things.
4. Have the Bus Superintendent visit the class to discuss mileage.
5. Construct clock faces with assembly line techniques.

Evaluative Activities:

.1. The child will list orally, or in writing, or by illustration, three jobs that use measurement.

Materials and Resources:

Grade: 3 Subject: Math Unit: 1. Addition and Subtraction

I. CONCEPT: People use addition and subtraction in their work and at home.

Objective: The students can list three jobs that require use of addition and subtraction.

Learning Activities:

1. Visit a bank or Savings and Loan, to observe how the teller and cashier use addition and subtraction.
2. Visit the Fairbanks North Star Borough District Office to observe the secretary using the calculator.

Evaluative Activities:

1. The child will list orally, or in writing, three occupations that require the use of addition and/or subtraction.

Materials and Resources:

Grade: 3 Subject: Math Unit: 2. Multiplication and Division

I. CONCEPT: People use multiplication and division in their work.

Objective: The child can list two jobs which require use of multiplication and division.

Learning Activities:

1. Field trip to Penney's or N.C. to see how they use multiplication and division in their stock room, or mailing room.
2. Have a guest speaker from the construction trade to tell how multiplication and division are used in their work.
3. Guest speaker:
   Fairbanks North Star Borough-Planning Commission for discussion on dividing property.

Materials and Resources:

Evaluative Activities:

1. The child will list orally, in writing, or by illustration, two jobs which use multiplication and/or division.

Grade: 3 Subject: Math Unit: 2. Measurement

I. CONCEPT: Many jobs use forms of measurement.

Objective: The child can list verbally, or in writing, three jobs that use measurement.

Learning Activities:

1. Field trip to fabric store to observe linear measuring of material.
2. Field trip to service station to observe liquid measurement of gasoline.
3. Have a drafting student from the Lathrop High School visit the class to tell the students how measurement is used for building things.
4. Have the Bus Superintendent visit the class to discuss mileage.
5. Construct clock faces with assembly line techniques.

Evaluative Activities:

1. The child will list orally, or in writing, or by illustration, three jobs that use measurement.

Materials and Resources:

Grade: 3 Subject: Math Unit: 4. Geometry and Fractions

I. CONCEPT: Geometry and fractions are used in several jobs.

Objective: The child can identify three jobs that use geometry or fractions.

Learning Activities:

1. Go on a walk around the school and observe geometric shapes that carpenters used in building houses.

2. Have the children make a design using Spirographs.
Have them explain in what occupations these might be used. (artist, lamp manufacturer, cloth designer, etc.)

3. Make a "Crystal Garden" using fractional measurements.
Recipe: 1/4 salt
1/4 bluing food color
1/2 water
1 T ammonia
Mix and pour over crumpled tin foil.

4. Invite a member of the Drafting Class at Lathrop to explain use of graphs and fractions.

5. Draw a circle representing an entire day. Divide it into fractional parts showing time spent eating, sleeping, working (school), and playing.

Materials and Resources:

Evaluative Activities:

1. The child will list orally, in writing, or by illustration, three jobs which use geometric shapes or fractions.

Grade: 3 Subject: Social Studies Unit: Changes in Careers in Farming.

CONCEPT: Children will become aware of the many careers involved in food production in our country.

Objective: Every child will be able to identify 10 careers within the job family of agriculture.

Learning Activities:

1. Identify and describe various careers within the job family of agriculture.
2. List and discuss types of farming involved in food production:
   - grain farming
   - dairy farmer
   - fruit farmer
   - beef ranching
   - truck farmer
   - rice growing
   - poultry farming
   - cotton farmer
   - sheep ranching
   - nut grower
3. Make farm mural for bulletin boards.
4. Make individual booklet showing picture of agricultural careers.
5. Make a display of farm products.
6. Creative writing - I would like to work on a farm because....
7. List advantages and disadvantages of farm life.
8. Discuss skills involved in careers in farming: 1. Soil conservation, 2. insect control 3. planting of crops and rotation 4. operation of farm machinery

Materials and Resources:

Grade: 3 Subject: Social Studies Unit: Living in Alaska History

I. CONCEPT: There are occupations which help create early Alaskan communities.

Objective: The student can list four occupations of the early settlers of Alaska.

Learning Activities:

1. Role play events of Pioneer Life in Fairbanks or Alaska.
2. Make mural showing Indian and Eskimo life.
3. Collect pictures of pioneer times - trapping, trading, fishing, mining, and farming.
4. Do people still work at jobs that existed 100 years ago?
5. Guest speaker: Someone to discuss facts, early trade, Indians, guns, and sea fishing.

Evaluative Activities:

1. The child will list orally, in writing, or by illustrations, four occupations of early settlers in Alaska.

Materials and Resources:

Grade: 3 Subject: Social Studies Unit: Living in Alaska Resources

I. CONCEPT: Alaskan's natural resources provide many occupations for its residents.

Objective: The student can identify verbally or by illustration, five resource-related occupations.

Learning Activities:

1. Field trip to Gold Dredge.
2. Have Demonstration Agent from courthouse come and show samples of soil and discuss specialized farms.
3. Field Trip to Fish and Game. How fish are caught, prepared, and handled.
4. Give a short oral report on a natural resource and the jobs it involves.
   a. worm farm
   b. fishing lures

Materials and Resources:

Evaluative Activities:

1. The child will illustrate five occupations that are involved with natural resources.

Grade: 3 Subject: Social Studies Unit: Living in Fairbanks Goverment

I. CONCEPT: Fairbanks' North Star Borough government provides many different occupations.

Objective: The students can list three occupations required to operate Fairbanks' North Star Borough.

Learning Activities:

1. Field trip to Fairbanks North Star Borough Court House.
   - Court system
   - Clerk or Record office
   - County Commissioner
   - Assessor
   - Health and Sanitation
2. Have a "mock trial" with judges, jury, defendents, lawyers, etc.
3. Make a bulletin board with the Court House as the center with services and departments out from it.

Materials and Resources:

Evaluative Activities:

1. The student will list orally, or in writing, three occupations required to operate the Fairbanks North Star Borough Government.

Grade: 3 Subject: Social Studies Unit: Living in Fairbanks North Star Borough Recreational Maps

I. CONCEPT: Map makers help people enjoy our land.

Objective: The students can use a map to identify three types of occupations related to recreation.

Learning Activities:

1. Make a hierarchy of maps:
   community
   borough
   state
   United States
   North America
   World
2. Invite a person from the Forest Service to discuss the use of maps in his job. (from fourth grade)
3. Make a relief map of Fairbanks or Alaska "sea level to ski level" - mountains, lakes, rivers, valley, ocean.
4. Identify occupations related to recreation through collages.
5. Invite Fairbanks North Star Borough Road Engineer to discuss how roads are maintained so we can visit recreational areas.
6. Field trips to or resource persons from Chamber of Commerce.

Evaluative Activities:

1. The child will take a map of Alaska or Fairbanks and list (or draw) on it, three occupations related to recreation.

Materials and Resources:

Grade: 3 Subject: Language Arts Unit: Creative Writing

I CONCEPT: Some people do creative writing for occupations and/or hobbies.

Objective: The child can describe an occupation which uses creative writing.

Learning Activities:

1. Guest speaker: Have the children write down questions to ask him before he arrives.
2. Discuss the steps involved in writing a story.
3. Students will write their own short stories. These should be put together in a booklet for the library and/or parents.
4. Have students read poetry written by authors.
5. Students will write their own poetry. These could be put into booklets for parents and/or library.
6. Guest speaker: Explain how academic skills apply to his job.
7. Creative writing - Pretend you are a worker; describe your job (skills, responsibility, etc.) and its importance to the related job family.

Materials and Resources:

Evaluative Activities:

1. The child will describe, orally or in writing, an occupation which uses creative writing:
   - author
   - poet
   - newspaper reporter

Grade: 3 Subject: Science Unit: Simple Machines

I. CONCEPT: Simple machines help in many occupations.

Objective: The student can identify three simple machines used in family occupations.

Learning Activities:

1. Fill out Observation Rating Sheet for father's occupation. See Appendix.
2. Walk around the playground. Find as many simple machines as you can and see how they are being used.
3. Interview the custodian to find out what simple machines he uses.
4. Have a contest to see who can get the longest list of simple machines used in the home by father and mother.
5. Role play the job of a truck driver. What simple machines could you use to make your job easier?
6. Role play the job of a logger. What simple machines would make the job easier?

Materials and Resources:

Evaluative Activities:

1. The child will list orally, in writing, or by illustration, three simple machines used in the home by the family.

Grade: 3 Subject: Science Unit: Insects

I. CONCEPT: Jobs and hobbies can be related to insects.

Objective: The child can list two jobs and how insects are helpful or harmful to that job.

Learning Activities:

1. Guest speaker: To discuss insect collection.
2. Interview speaker about insects... harmless and harmful...in our area.
3. Assign children to call the following people and ask them how insects help them and how insects harm their job:
   a. A dairy farm
   b. Forest service
   c. B. L. M.
   d. University of Alaska
   e. Truck farmer
   f. McKee's Pork Farm

Evaluative Activities:

1. The child will illustrate how insects are helpful, or harmful, to two occupations.

Materials and Resources:

Grade: 3 Subject: Science Unit: Solids, Liquids, and Gas

I. CONCEPT: Several jobs are related to the study of solids, liquids, and gas.

Objective: The child can describe one of each (solid, liquid, and gas) and tell one occupation in which each is used.

Learning Activities:

1. Make a class poster listing the kinds of things a chemist would have developed...dyes, materials, spacecraft, plastics, etc.
2. Play the part of a scientist. There are three mystery powders in front of you (sugar, starch, and baking soda). Determine what they are.
3. As a research project, learn what you can about Robert Boyle and Antoine Lavoisier, chemists.
4. Have the firemen explain to the class how fire extinguishers work.
5. Prepare jello for the class. Observe the stages: powder, liquid, solid.

Materials and Resources:

Evaluative Activities:

1. Match the following occupations with the thing that the worker would use the most.

1. ice skater	a. gas
2. milk bottler	b. liquid
3. propane gas man	c. solid

Grade: 3 Subject: Science Unit: 2. Plants

I. CONCEPT: Many jobs and hobbies are related to plant life.

Objective: The child can list three jobs related to plant life or growth of plants.

Learning Activities:

1. Have children make a bulletin board showing a plant and tree in the center, with related jobs around it. (seed salesman, farmer, irrigation (dam worker), research scientists, forest service, etc.)
2. Visit a green house for discussion of occupations involved in growth of a plant from seed to the flower shop.
3. Play the role of a scientist and graph the growth of two plants, one being watered, one not being watered.
4. Make a "T.V. Presentation" on butcher paper depicting a process such as lumbering from the falling of a tree to the building of a house.

Evaluative Activities:

1. The child will list orally, in writing, or by illustration, three occupations related to plant life or growth of a plant.

Materials and Resources:

Grade: 3 Subject: Science Unit: 3. Earth, Rocks, and Soi

I. CONCEPT: Many occupations and hobbies are related to earth, rocks, and soil.

Objective: The child can identify two jobs or hobbies related to earth, rocks, and soil.

Learning Activities:

1. Guest speakers to discuss rock collecting, jewelry making, and classifying.
2. Play the role of an astronaut on the moon. You find rocks that you have never seen. You must classify them some way.
3. Field trip to the coast:
   a. Fossil Point
   b. Shell Island
   c. Strata layers
   d. Different kinds of soil: sandy, clay, red, etc.
4. Trace the story of a pencil. (manufacturing)
5. Have students give reports and demonstrations on prospecting and panning of minerals. (miner)

Materials and Resources:

Evaluative Activities:

1. Out of a checklist of six or eight occupations and hobbies, the student will pick out at least two which involves earth, rocks, or soil.

Grade: 4 Subject: Social Studies Unit: Living in the United States

1. CONCEPT: There are many different jobs available to people who live in the United States.

Objective: The child can write a paragraph describing one job found in the United States.

Learning Activities:

1. Have the children make a notebook which contains illustrations of the different kinds of hats worn by workers in the United States. The children could draw these or cut them out of magazines and catalogs. List what job each hat could be worn in. (Can be used as a bulletin board.)

2. Ask the children to make a movie about occupations in the United States. Put pictures on rolls of Butcher paper and roll over cardboard screen.

3. Ask someone from the Fairbanks, North Star Borough Employment Service to talk to the children about jobs available in Fairbanks, and the United States.

4. Ask the children to survey family members to find out the kinds of jobs done by these people.

EVALUATIVE ACTIVITIES:

1. Use the children's paragraphs to construct a bulletin board containing a large tree with each job on a different branch.
2. Play "What's My Line".

3. Write a paragraph describing one job found in the United States.

Materials and Resources:

Unit: Living in the United States

Objective: B. The child will be able to write a paragraph about the training needed for one particular job available in the United States.

Learning Activities:

1. The students should shoose one particular job that they would like to find out some more information about. Using reference books, and pamphlets about jobs, ask the student to draw a poster about this job, and list what training is necessary for the job.

Evaluation Activities:

1. Write a paragraph about the training needed for one particular job available in the United States.

Materials and Resources:

Grade: 4 Subject: Social Studies Unit: Map Skills

I. CONCEPT: There are many jobs for people in the map making industry.

Objective: The child can write a paragraph describing a job found in the map making industry.

Learning Activities:

1. The teacher and students will develop a large chart showing some of the jobs available which are related to map making or jobs that use maps. Use group research to find the information needed for this chart.

2. Let the children create their own bulletin board showing jobs related to map making. The children will need to do some research for their bulletin board.

EVALUATIVE ACTIVITIES:

1. Imagine the child is a person who needs to use a map. Draw the map and explain how they needed to use it. (Like an explorer)

Materials and Resources:

Ask the children to write a paragraph describing one job related to the map making industry.

Grade: 4 Subject: Social Studies Unit: Living in Alaska
Transportation

1. CONCEPT: The Alaskan transportation system provides many occupations for its residents.

Objective: The student can identify (orally or in writing) three transportation related occupations in Alaska.

Learning Activities:

1. Build paper models of trains, cars, planes, trucks, busses, monorails, etc.

2. Complete questionaire:
   How does your father go to work?
   How does your mother go to work?
   How many cars does your family have?
   Have you ever ridden in a plane? A train?

3. Go on a field trip to the airport.

4. Have students from University of Alaska in aviation explain about aviation.

5. Field trip to Train Depot.

EVALUATIVE ACTIVITIES:

1. The child will list orally, by illustration, or in writing, three occupations which are related to transportation.

Materials and Resources:

Guest Speakers:

Traffic Controllers
Policemen
City Engineer

Grade: 4 Subject: Social Studies Unit: Forest Conservation

CONCEPT: Children will become aware of the many careers offered in the job family of forestry.

Objective: Every child will be able to identify ten careers within the job family of forestry.
Every child will be able to name ten tools that are used by workers in the forest.
Every child will be able to discuss the physical requirement and limitations of the people who work in the forest.

Learning Activities:

1. Identify and describe various careers within the forestry job family.
2. Bring in resource people where available. i.e. Logging
3. Discuss requirements and skills necessary for different jobs such as:
   - Forest ranger
   - Tree farmer
   - Lumberman
   - Logger
   - Scaler
   - Truck driver
   - Look-out station
   - Firefighter
   - Cook
   - Logging track operator
4. Paint Fall trees--sponge painting
5. Make scrapbook--identify trees
6. Creative writing--"I would like to work in a forest because..." Be prepared to give reasons
7. Walk to Cooks Park, Tigard to identify trees.
8. Plant seedling trees.
9. Straw-blowing painting of trees
10. Leaf prints.
11. Incorporated music into the unit -- pick songs that can be applied and have children write their own.

Materials and Resources:

Grade: 4 Subject: Social Studies Unit: Forest Conservation

CONCEPT:

Objective: Every child will indicate his awareness of the responsibilities and attitudes needed to participate in the world of work.

Learning Activities:

12. Develop the following vocabulary:
natural resources
pollution
conservation
career
responsibility
attitudes
dependable
smokejumper
income
salary
forest
ranger
tree farmer
logger
scaler

13. Discuss responsibility and attitudes that lead to a successful career.
i.e. being on time
dependability
doing your best
getting along with others

Evaluation Activities:

1. Test on important information.

Materials and Resources:

Grade: 4 Subject: Social Studies Unit: Problems of Cities - Conserving Our Resources

CONCEPT: Children will become aware of the many careers the city has to offer.

Objective: Each child will be able to identify the main natural resources that people depend upon to make a living in the city.
Each child will indicate his awareness of the careers involved in reducing air pollution in the city.

Learning Activities:

1. Make three murals: 1. water and associated jobs 2. soil and associated jobs 3. minerals and associated jobs in the city.
2. Build a city display.
3. Develop the following vocab:

inlands	industries
goods	suburbs
dock	fumes
trading centers	minerals
industrial	residential
heart of city	

4. Cut pictures from newspapers showing people at their jobs in the city.
5. Speakers--mayor of a city, city manager.
6. Clap two erasers together and discuss what caused the cloud of dust. What would it be like if our room were filled with dust.

Materials and Resources:

Films
F695 Neighborhoods are different
F1449 Cities and Geog: Where people live.
F1450 Cities & Commerce Where We get our goods and service.
F1452 Cities & Manufactoring: Where we make things
F1555 The city
F1448 Cities & Suburbs: The metropolitan area

Filmstrips

574.9 Let's explore the city

Books

Lampman-Fla the city under the back steps

Films

F759 Washington,DC: Story of our capital

Filmstrips
331.7 Street maintenance crew and Service station attendant

Books
S.L. Arbital-Cities and Metropolitan areas
301.3 Let's find out about the

Filmstrip

331.7 Sanitation Dept. Crew

7. Fill two large coffee cans with water cover one can and put both in the room and make observations to see if any evidence of dirt or soot can be found in the uncovered can.

8. Mural: 1. make a background 2. paste drawn pictures of all things that pollute the air (ships, jets, factories, fires, burning, cars, etc.) to the back-ground 3. make pollution in the air with chalk or crayon.

Evaluation Activities:

1. Each child will be aware of changes in the city.
   a. review of past objectives.

Filmstrip

301.3	Cities help people
F1460	Cities and Beauty: Cities can be beautiful
F1458	Cities and History Changing City

Grade: 4 Subject: Language Arts Unit: Story and/or Paragraph Writing (possible letter writing: Family Occupations)

I. CONCEPT: Many kinds of work are done to support families.

Objective: The student can describe his parent's occupations and the background required for them as well as two other occupations.

Learning Activities:

1. Discuss the kinds of jobs parents of students have. How could they find answers to questions such as:
   1. What are the duties of the job?
   2. What do the workers need to know?
   3. Is the work indoors or outdoors?
   4. Do you need to be strong to do the work?
   5. What are the opportunities for the future?
2. Ask the class to talk to their parents about their occupations.
3. Write a story or paragraph about parent's occupation, answering questions developed in class.
4. If possible, children might bring a tool or special article of clothing pertaining to his parent's occupation to illustrate his story while sharing the story orally.
5. Creative stories could be written from the point of view of an occupational tool or piece of clothing used in an occupation.
6. Write friendly letters inviting a parent or two to speak to the class about his occupation. Following the talk, write thank you letters.

Evaluation Activities:

1. Write "Who Am I" riddles about occupations discussed.
2. Write a paragraph about the child's parents occupation and the required background for that occupation.

Materials and Resources:

Grade: 4 Subject: Math Unit: Addition, Subtraction

I. CONCEPT: People use the idea of addition and subtraction in their work and at home.

Objective: A. The child can identify ways in which addition and subtraction can be used in work or at home.

Learning Activities:

1. Ask a carpenter to talk to the children about his work and how he uses addition and subtraction.
2. Ask an accountant to talk to the children about the use of addition and subtraction in his job.
3. Make a poster showing some of the occupations that use addition and subtraction.
4. Ask the secretary of the school to talk to the children about how she uses addition and subtraction in her job.
5. Ask a clerk from a store to talk to the children about how he uses addition and subtraction in his job.
6. Take a field trip to JC Penney to see uses of addition and subtraction.
7. Individual children make a list of the jobs done at home by individual members of the family. Discuss the lists in a whole group discussion.
8. Use the above list to make a chart showing the kinds of jobs done at home.
9. Make individual checklists to see which jobs done at home require addition and subtraction.
10. Play simulation games:
    a. Buying lumber for a fence.
    b. Organize a store and buy weekly food supplies.
    c. Making a garden area bigger or smaller.
11. Give each child a certain amount of money. Let them write checks for groceries only and keep their checkbook balanced.

Materials and Resources:

2. Write to:
   Accounting Careers Council
   College of Business Admn.
   University of Notre Dame
   Notre Dame, Indiana
   46556
4. Write to:
   National Secretaries Assoc.
   1103 Grand Avenue
   Kansas City, Missouri 64106

Evaluation Activities:

1. Pick one job which uses addition and subtraction and write a job description of this job.

2. List five ways in which addition and subtraction can be used in work or at home.

Grade: 4 Subject: Math Unit: Multiplication and Division

1. CONCEPT: People use the idea of multiplication and division in their work and at home.

Objective: A. The child can list five jobs that require the use of multiplication and division.

Learning Activities:

1. Write to State of Alaska and ask for information about jobs available in this area which may use multiplication and division.
2. Make a bulletin board showing jobs which use multiplication and division.
3. Write to the Youth Opportunity Center for information about jobs available which may use multiplication and division.
4. Have the children make a list of the jobs which they think use multiplication and division. Compare these lists and make a chart showing these jobs.

Materials and Resources:

Evaluation Activities:

1. Pick one job which requires multiplication and division and make a job tree for this job.
2. List five jobs that require the use of multiplication and division.

Grade: 4 Subject: Math Unit: Measurement

I. CONCEPT: Measurement is used in many different jobs.

Objective: A. The child can list three jobs which use the measurement of time.

Learning Activities:

1. Visit the school cafeteria to see how time is important in organizing a meal.
2. Ask someone from the Airport Control Tower to discuss the importance of time in the take off and landing of airplanes with the children.
3. Visit M.U.S. or Golden Valley to see how time is used in figuring the amount of electricity used by consumers.

Evaluation Activities:

1. The class could make cookies using dry and liquid measurement. Bake the cookies for varying lengths of time of baking. Taste the cookies and describe the difference in taste, texture, and appearance. The housewife uses time for her job.
2. List three jobs which use the measurement of time.

Materials and Resources:

Grade: 4 Subject: Science Unit: Your Growing Body

I. CONCEPT: Many jobs are related to food production.

Objective: The child can compare a food production job with a food processing job.

Learning Activities:

1. Make a poster showing one food production job. Compare this to a poster showing one food processing job.

2. Divide the class into two groups-food production and food processing. Have each group list their responsiblities. In a whole class discussion, compare the two lists.

3. Visit Santa's Bakery, to see the baking process and the jobs which are available in the bakery.

4. Compare a list of the processed foods taht the children are familiar with. List the jobs that are needed to produce these foods.

5. Make a display of one food and how it has been processed. Include the jobs done by individuals.

Evaluation Activities:

1. Ask children to illustrate to production and processing of one food. Use to make a bulletin board.

Materials and Resources:

Grade: 4 Subject: Science Unit: Animals, Plants, and Places

I. CONCEPT: Many jobs can list five jobs taht are related to the ecology of plants and animals.

Objective: A. The child can list five jobs that are related to the ecology of plants and animals.

Learning Activities:

1. Ask a person from the U.S. Forest Service to come to talk to the children about the conservation program at the U.S. Forest Service.
2. Ask a scientist form the University of Alaska to discuss his job and it's relation to ecology of plants and animals with the children.
3. Use reference books to research information about jobs related to ecology. Make a list of these jobs.
4. Ask a University Agricultural Department to talk to the children about his job as related to plants and animals.

Evaluation Activities:

1. Form 4-H club in classroom to learn about plants and animals.
2. List five jobs that are related to the ecology of plants and animals.

Materials and Resources:

II CONCEPT: There are many hobbies which are related to a knowledge of plants and animals.

Objective: A. The Child will be able to list four hobbies which are related to a knowledge of plants and animals.

Learning Activities:

1. Let the class decide what small animal they would like to raise in the classroom. Discuss the responsibilities necessary for raising this animal.
2. Make a diorama showing hobbies which are related to plants and animals.

Materials and Resources:

Evaluation Activities:

1. Let the children make a wild flower notebook collection. Label the flowers and learn the proper technique for pressing flowers. Take the children for walks to find these flowers.

2. List four hobbies which are related to a knowledge of plants and animals.

III. CONCEPT: Many jobs are related to the sea and the plants and animals which are found there.

Objective: A. The child will be able to list five jobs related to plants and animals of the sea.

Learning Activities:

1. Discuss pictures of a seafood packing plant. Point out the different kinds of work done in the plant.

2. Discuss the job of a fisherman. Use reference books and films to find out about the job. Ask the children to create a mural showing the fisherman's job.

3. Shell collection.

Materials and Resources:

Evaluation Activities:

1. Make a mural showing jobs related to the plants and animals of the sea.

IV Concept: There are many jobs related to plants and animals found in the mountains.

Objective: A. The child will be able to organize a play about the jobs related to plants and animals in the mountains.

Learning Activities:

1. Make a poster showing one job related to plants and animals in the mountains.
2. Make a job tree showing jobs related to forestry.
3. Invite a forest ranger to talk about his job.
4. Ask a helicopter pilot to talk about his Job. as it is related to forests.
5. Ask a surveyor to talk about his job.

Materials and Resources

Evaluation Activities:

1. Create a play to show jobs related to the plants and animals of the mountains.

Grade: 4 Subject: Science Unit: The Changing Earth

1. CONCEPT: Many jobs are related to the study of the changing earth.

Objective: The child can identify five jobs which are involved with the study of the changing earth.

Learning Activities:

1. Invite a geologist from the University of Alaska to discuss his job with the children.

2. Ask the children to list as many jobs as they can which are involved with the study of the changing earth. Divide the children into groups to compare these lists. Make a large group chart showing these jobs.

3. Ask surveyor to demonstrate his equipment for the children and discuss his job.

4. Show slides of the Grand Canyon. Discuss this job.

5. Ask an archaeologist from the University of Alaska to discuss his job with the children.

EVALUATIVE ACTIVITIES:

1. Make a notebook showing the jobs related to the study of the earth, using magazine and catalog pictures or pictures drawn by the children.

2. List five jobs which are involved with the study of the changing earth.

Objective B.: The child can identify five jobs related to the use of natural resources of the earth.

Learning Activities:

1. Make a bulletin board showing jobs related to the natural resources of the earth.

2. Make a graph showing the natural resources and the number of jobs related to each natural resource.

Materials and Resources:

1. Write to:

American Institute of Mining, Mettallurgical and Petroleum Engineers
345 East 47th Street
New York, New York 10017

Learning Activities:

3. Ask someone from a gasoline distributorship to talk to the children about his job.

Evaluation Activities:

1. Pick one job related to the natural resources and write a story about it.

2. List five jobs related to the use of natural resources of the earth.

Objective: C. The child will be able to identify three hobbies related to the study of the changing earth.

Learning Activities:

Materials and Resources

1. Ask someone who collects rocks to talk to the children about his hobby.

2. Ask someone who hikes as a hobby to talk to the children.

3. Make a collection of conifer cones. Label and arrange.

4. Ask who works on boats as his hobby and talk to the children.

Evaluation Activities:

1. Make a small rock collection. Label and arrange.

2. List three hobbies related to the study of the changing earth.

Grade: 4 Subject: Science Unit: Lumbering

CONCEPT: Students will be aware of various careers and processes in Forest Industry.

Objective: Students will be able to identify or describe five jobs in the process of seed to tree.
The student will be able to explain the process of seed to tree.

Learning Activities:

1. Write a letter inviting a resource person (tree planter) to speak.
2. Class discussion on how to plant trees.
3. Write story about and draw picture of speakers.
4. Plant trees.
5. Discuss job titles - related to process seeds to trees.
6. Creative Writing -
   a. My Life of a Seed to a Tree
   b. How Tree Planting or Farming Made a Forest Happy
   c. The Story of a Day in the Life of
7. Have children bring in samples of evergreens.
8. Identify types of evergreens brought in.
9. View films.
10. Illustrate different Kinds of evergreens and label - showing what you have learned.
11. Draw a picutre of tree structures to show the comparison between the evergreen and diciduous trees.
12. Art-Leaf print place mats and coasters
13. Use of seeds, leaves, twigs, of trees in sketching and or handcraft.
14. Spatter print leaves.

Materials and Resources:

15. Clock bulletin board - to show frequency of forest fires.

16. Invite tree surgeon in to discuss treemaintenance and repair of trees.

17. Class meeting - What is a tree surgeon. Compare him with other kind of surgeon.

Grade: 4 Subject: Art Unit: Fine Arts

1. CONCEPT: Many people find their work and/or hobbies in the area of fine arts.

Objective: The child will be able to describe three jobs and/or hobbies which relate to the area of fine arts.

Learning Activities:

1. Invite someone from the University of Alaska Art Department to talk to the children about their job in teaching the art of painting.
2. Ask someone who paints as a hobby to talk to the children about their hobby.
3. Write to painters who paint as a vocation. Find out how they became interested in painting and how they were able to start in their work.
4. Ask the children to research and write reports on living painters. For example: Andrew Wyeth, Andy Warhol, Norman Rockwell.
5. Read magazines related to the fine arts ,such as "Horizon."
6. Read want ads to find as many jobs as possible, which are concerned with the area of fine arts, painting, etc.
7. Conduct an individual interview with someone who paints for a vocation / avocation.

EVALUATIVE ACTIVITIES:
1. Read want ads to find as many jobs as possible which are concerned with the area of fine arts; paintings, etc.
2. Describe three jobs and/or hobbies which are related to the area of fine arts.

Materials and Resources:

Grade: 4 Subject: Health Unit: What Are Some Community Health Problems?

I. CONCEPT: There are many occupations which are related to the study of pollution.

Objective: A. The child will be able to list two government agencies which are involved in fighting pollution.

Learning Activities:

1. Ask someone from the Department of Environmental Quality to discuss pollution controls.

2. Discuss the kinds of things being done to fight pollution. These things could have been seen on television or heard on the radio.

Materials and Resources:

Film:
The Rise and Fall of the Great Lakes.

Evaluation Activities:

1. Build a model city of Fairbanks. This model should eliminate existing pollution problems and modernize the existing area.

2. List two government agencies which are involved in fighting pollution.

Grade: 4 Subject: Health Unit: What Helps Keep You From "Catching

I. CONCEPT: Many agencies around the world have helped to fight diseases.

Objective: A. The child can list three agencies which help to fight disease.

Learning Activities:

1. Write to UNICEF, Washington, D.C. to find information about the organization.
2. Write to WHO, Washington, D.C. to find information about the organization.
3. Ask someone from the PEACE Corps to talk to the children about the organization.
4. Ask children to count the number of PEACE Corps commercials they see on television.
5. Ask VISTA to talk to the children about the organization.
6. Read in health book about these organizations.

Materials and Resources:

Evaluation Activities:

1. Choose one of the above organizations and tell how they help fight diseases in the world.
2. List three agencies which help to fight disease.

Grade: 4 Subject: Health Unit: How Much Do You Know About Your Teeth?

1. CONCEPT: Many people are employed in occupations related to the care of teeth .

Objective: The child can name and describe five occupations related to the care of teeth.

Learning Activities:

1. Discuss and design a bulletin board, illustrating the various job.
2. Ask a dental hygenist to visit and discuss the type of work that she does. She can also describe other related jobs in her office.
3. Invite a visitor from a Dental Laboratory in town. Discuss the responsibilities of his job.

EVALUATIVE ACTIVITIES:

1. Look through newspaper want-ads, and magazines for materials to create a poster, chosing five jobs related to dental care.
2. Name and describe five occupations related to the care of teeth.

Materials and Resources:

SOURCES TO WRITE TO:

1. Opportunities for dental assistants.

1. American Dental Hygienists' Association
211 East Chicago Avenue
Chicago, Illinois 60611

2. Division of Dental Health
Public Health Service
U.S. Dept. of Health, Ed., and Welfare
Washington, D. C. 20201

2. Career Opportunities for dental assistants.	2. American Dental Assistants Assoc. 211 East Chicago Avenue Chicago, Illinois 60611
3. Career opportunities in commercial laboratories.	3. National Assoc. of Certified Dental Laboratories, Inc. 3801 Mt. Vernon Avenue Alexandria, Va. 22305
4. Write for leaflet - Dental Assisting - A Career of Action. (available in classroom quantities)	4. American Dental Assistants Assoc. Suite 1230 211 East Chicago Avenue Chicago, Illinois 60611

Grade: 4 Subject: Health Unit: Four Food Groups

CONCEPT: Children will become aware of the many careers involved in Balanced meal preparation.

Objective: Each child will be able to distinguish the basic four food groups.
Each child will be able to define 10 careers in the study of the four food groups.
Each child will indicate his awareness of the responsibilities required in working with the four food groups.

Learning Activities:

1. Bulletin board--children make pictures using group headings.
2. Make booklets showing well-balanced meals.
3. Make a wheel of groups required in school lunceh program.
4. Use slides of hospital and resuaurant kitchens. Discuss.
5. Observe Jr. High Home Ec Class cooking
6. Cook a lunch for their own class including four groups.
7. List careers involved in planning balanced meals for others.
8. Make a book of menues for 3 meals a day including 4 food groups.
9. Group discussions
   1. Why do we need all four food groups
   2. What is protein?
   3. Why do we need protein?
   4. Why are some people and undernourished?
   5. Why is being fat harmful?
   6. Why are some people starving because of the lack of all four food groups?

Materials and Resources:

Evaluation Activities:

1. Each child will be able to prepare a lunch consisting of thefour food groups

Grade: 4 Subject: Social Studies Unit: New Zealand and Antarctica

I. CONCEPT: How people make a living depends somewhat on the climate, rainfall, soil, and other resources.

Objective: A. The child can construct a paragraph showing how one job found in New Zealand depends on the climate, rainfall, or soil.

Learning Activities:

1. The students will research the occupations found in New Zealand using reference books. Make a list of these occupations.
2. Each child could make his own transparency showing a job available in New Zealand to share with the class.

Materials and Resources:

Evaluation Activies:

1. Make a chart together showing the jobs available in New Zealand and Antarctica. Indicate resources used in each job.
2. Write a paragraph showing how one job found in New Zealand depends on the climate.

II CONCEPT: Trade is important if people's desires are to be satisfied and the standard of living raised.

Objective: A. The child can describe New Zealand's imports and exports.

Learning Activities:

1. Make a bulletin board showing the products produced in New Zealand.
2. Make butter using cream and a covered jar. discuss how this could be preserved to be sent to some other country.

Materials and Resources:

Evaluation Activities:

1. Make a large chart showing the products produced by New Zealand and the products bought by New Zealand. Cut the pictures out of magazines.
2. List New Zealand's imports and exports.

Grade: 4 Subject: Social Studies Unit: Lands of the Midnight Sun

I. CONCEPT: The people who live in Alaska do the same kinds of jobs as people in the continental United States.

Objective: A. The child can distinguish between one job found in Alaska with one job found in the continental United States.

Learning Activities:

1. Have the children make a bulletin board about the occupations found in Alaska. The children will have to research some of the information for their bulletin board.

Evaluation Activities:

1. Write a story comparing one job found in Alaska with one found in the continental United States.

Materials and Resources:

Grade: 4 Subject: Social Studies Unit: The Pacific Northwest

I. CONCEPT: People in the past have always done some kind of work.

Objective: The child can name and describe one job done by early Pioneers in the Pacific Northwest. This job can be done for the family or for other people.

Learning Activities:

1. Read a chapter from a book about the Oregon Trail. Ask the children afterwards to list on a sheet of paper 10 jobs which might have been done by pioneers coming to the Pacific Northwest. Discuss the lists and ask the children to do research to find 10 jobs which were done by the pioneers. Afterwards, compare these lists.

2. Role play a situation on the wagon train where one family discusses the jobs they will do in the new territory with another family. The children must research available books for this information.

3. The teacher and students make a list of the jobs done by the pioneers through class discussion.

Materials and Resources:

Evaluation Activities:

1. Plan the pioneer party.

2. Complete a class book written anonymously telling jobs the children want to do in the Pacific Northwest.

3. Name and describe one job done by early pioneers in the Pacific Northwest.

Grade: 4 Subject: Social Studies Unit: The Hawaiian Islands

1. CONCEPT: The people who live in Hawaii do the same kinds of work as the people who live in the continental United States.

Objective: The child can identify and describe one job found in Hawaii with a similar job in the continental United States.

Learning Activities:

1. Make a scrapbook of the jobs found in Hawaii. Use magazine pictures and children's illustrations to show these jobs.

2. Ask the children to list as many jobs found in Hawaii as they can. Divide the children into groups and ask them to compare lists and create a new list using the ideas from each child.

3. Have the children develop a job family tree showing the occupations related to pineapple industry or sugar industry.

EVALUATION ACTIVITIES:

1. Plan and have a Hawaiian Luau using the products produced in Hawaiian industries.

2. Ask the child to write a paragraph identifying and describing one job found in Hawaii with a similar job in the continental United States.

Materials and Resources:

Grade: 3-4 Subject: Social Studies Unit: Display of Work Tools and Clothing

CONCEPT: To develop an awareness that different work requires a variety of competencies.

Objective: Given an occupation the child will be able to list three skills needed to be successful in the given task.

Learning Activities:

1. Design display of clothes and equipment - helmet, carpenter's hammer, bricklayer's trowel. Discuss the capabilities needed to use each instrument.
2. Describe a person's work behaviors while other students attempt to determine job held by person.
3. Discuss types of jobs that a person with a handicap (skill, physical, etc.) could not handle.
4. Develop a checklist of competencies. Have the children carry it when they go into stores after school on weekends, and see by looking at a worker, what competencies he needs. Name the worker he observed.
5. Plan comedy television show around workers that don't fit. First develop test of characteristics required for ability to get along with others.

EVALUATION ACTIVITY:
Given a picture showing a handicapped person, the child will be able to select from a list of jobs those which he could hold.

Materials and Resources:

Clothes and equipment used by various workers; table or shelf for display; cardboard and marking pen.

Grade: 3-4 Subject: Social Studies Unit: Work and Workers in the School

CONCEPT: Develop an appreciation of the variety of work in the school.
Place of work - Type of work - People at work.

Objective: Given pictures of school workers the child will be able to list the various kinds of school work by place, type, and/or people.

Learning Activities:

1. Interview school worker (bus driver, cook, maintenance staff, instructional staff, administrative staff, other services staff).
2. Discuss what would happen if one of the school workers were to be ill and unable to carry out his tasks.
3. Develop and present a poster series on "workers in the school" to a lower grade.
4. Observe a particular place in the school to determine what kind of work is done there.
5. Role play encounters with school personnel.
6. Spend one hour with different school personnel and make a list of all the different things they do in that time.
7. Assist various workers for short periods of time. (Example - work in cafeteria, with secretary, with custodian).

EVALUATION ACTIVITY:
Given a poster series on school workers the child will be able to explain through oral means the ways in which they assist him.

Materials and Resources:

Art supplies, poster board.

Grade: 3-4 Subject: Social Studies Unit: Job Importance

CONCEPT: To develop an awareness of the importance of all jobs.

Objective: Given a list of "jobs" and their purposes, the child will be able to supply the meaning for himself and the community.

Learning Activities:

1. Have a group discussion and discuss the results of a task that has not been completed.
2. Make a bulletin board of chores in the classroom and relate it to data, people, and things.
3. Make a list of all the "jobs" the class can think of in the community. Ask the students to choose "jobs" they think they would like and write riddles dealing with their importance.
4. Make a list of problems people encounter in the community and see how many workers could be involved in solving a problem.
5. Take a problem finding tour in the neighborhood. List specific problems found and how many workers might be involved in solving the problem.

Materials and Resources:

Construction paper, crayons or tape, yarn or string, bulletin board or wall space.

EVALUATION ACTIVITY:

1. Given a task that the child dislikes but has completed, the child will be able to state its importance in spite of his dislike of it.

Grade: 3-4 Subject: Social Studies Unit: Individual Study and Achievements

CONCEPT: To develop a knowledge of one's achievement.

Objective: Given scholastic criteria the child will be able to supply orally, or in written form, two or three examples of achievements.

Learning Activities:

1. Read biographies of famous people and discuss their achievements in childhood.
2. Have a voluntary helper chart so children can use their achievements in helping others. Ask the students to keep a record of those things they have done well.
3. Give recognition to children for successful experiences.
4. Give opportunity to contract for a grade.
5. Have the students make a log of all the activities they engage in for one week. At the end of that time review the meaning of achievement and list the categories social, cultural, academic, athletic and other , on the board. Have each student catagorize his activities and then underline those which are achievements for him and circle those which for him are new achievements.

EVALUATION ACTIVITY :
Given a list of a week's activities the child will be able to tell of any new achievements for him and why.

Materials and Resources:

Grade: 3-4 Subject: Social Studies Unit: A knowledge of one's aptitude

CONCEPT: To develop a knowledge of one's aptitudes

Objective: Given a list of various aptitudes the child will be able to identify those which he feels he possesses and areas for which he is best suited.

Learning Activities:

1. Role play various situations in which people choose unsuitable or suitable activities according to their aptitudes.
2. Show films of people exhibiting different aptitudes.
3. Given an aptitude test suitable for the children, discuss the results with each child.
4. Plan to write and produce a play. List all the possible work to be involved and talk about the aptitudes necessary for the different kinds of work.
5. Discuss the reasons with the class for giving a student an aptitude test:
   a. Indication of strengths and weaknesses
   b. Vocational possibilities
   c. Self knowledge.
6. Administer the test to the class. Stress the fact that the student will be given an opportunity to discuss the results with the teacher or counselor. Emphasize that the test will help them learn more about themselves.
7. After receiving the test results, have a conference with each student. Stress the individual's strong areas. Help him discover some areas where he can use his aptitudes.

Materials and Resources:

EVALUATION ACTIVITY:
Given a small group discussion the child will be able to tell another student what aptitudes he has noticed in the other members of the group.

Grade: 3-4 Subject: Social Studies Unit: Me and My Interests

CONCEPT: To accept one's interest patterns as uniquely his own and growing.

Objective: Given a list of areas of interest the child will be able to choose and state verbally those which coincide with his.

Learning Activities:

1. Plan and put on a hobby show, focusing on the interests of each child.
2. Attend a craft or hobby show in the community (example - "Golden Age Club, outdoor artists, demonstration.)
3. Develop and display a collage of interest areas.
4. Invite to the class people from the community who have unique or unusual hobbies or interests.
5. Play "What's my Line?" focusing on interest areas of each child.

EVALUATION ACTIVITY :
Given free time the child will engage in activities which coincide with his stated areas of interest.

Materials and Resources:

Large sheets of oaktag, magazines, black magic markers, art supplies.

Grade: 3-4 Subject: Social Studies Unit: Individual Differences in Work

CONCEPT: To develop an awareness of individual differences in work: Personal characteristics; Environment; Preferences; Limitations.

Objective: Given a study of civil rights laws the child will be able to describe past situations when job discrimination existed.

Learning Activities:

1. List various types of groups in both the classroom and the school and discuss.
2. Show film strips of different climate areas and discuss appropriate and inappropriate kinds of work.
3. Define role situations in which discrimination is practiced.
4. Observe workers and list ways in which they do or do not fit their jobs.
5. Have each student write one characteristic which others might not like: role - play the characteristic and have others responses.

EVALUATION ACTIVITY:
Given a list ofthe four seasons of the year, the child will be able to indicate the kinds of work he does at home during each season and state reasons for his answers.

Materials and Resources:

Want ads from newspaper.

Grade: 3 - 4 Subject: Language Arts Unit: What it Takes to Help a Group

I. CONCEPT: To develop an awareness of the importance of working gether and working co-operatively in order to become contributors to the environment.

Objective: 1. Given a sociogram questionaire the the child will be able to choose classmates that he would like to play and work with.

Learning Activities:

1. View two television news reports and make comparisons of facial expressions of the reporters.
2. Use role-playing to depict a playground situation or some problem typical of a class group.
3. Write and publish a newspaper and/or a book of short stories, assigning each child a specific task or duty to be accomplished to its completion.

Materials and Resources:

Evaluation Activities:

1. Discuss the parts played by various class members and the reasons why problems did or did not arise. What behaviors contributed to or helped to prevent problems.

Grade: 3 - 4 Subject: Language Arts Unit: Community Helpers

I. CONCEPT: To develop an awareness that from many contributions to environments there are goods and services for the individual.

Objective: 1. Given a complete list of community workers the child will be able to list five to ten workers in the community that benefit the individual. 2. Given a list of community helpers, the child will be able to write an illustrated story of at least one paragraph about one of the community helpers listed.

Learning Activities:

1. View filmstrips on community helpers and discuss how each benefits the individual.
2. Listen to and question guest community workers.
3. Read about community services and helpers.
4. Make displays of goods and equipment used by community workers.
5. Make puppets. Develop and perform skits showing community workers discussing and demonstrating their tasks.
6. Interview a community helper and report to the class. Write to a community helper (one interviewed or visited) and thank him for his daily assistance.
7. Students, as a group, list community helpers and then divide into groups of two or three to collect information on specific community helpers, produce puppets, and write and perform puppet show.
8. Student performs skit.

Evaluation Activities:

1. Class discuss project and how information may be collected to make plays realistic.
2. Students list community helpers and list tasks that each performs. They may use ideas from the skits.

Materials and Resources:

Grade: 3 - 4 Subject: Language, Arts Unit: A New Invention

I. CONCEPT: To develop an awareness that work is man's only way of creating, preserving, changing, or rebuilding his environments within which he lives.

Objective: Given a list of developments or new inventions the child will be able to state orally how they have affected his life and/or in his family. Given an understanding of work the child will be able to write about the effects of his work on some part of his environment.

Learning Activities:

1. Interview parents and grandparents to obtain a list of home items each did not have as a child.
2. Collect pictures of a major product as it has developed over a period of time and discuss changes and their relation to ideas.
3. Collect magazine and newspaper articles on ecology and pollution.
4. Make a scrapbook of change using everyday household items.
5. Discuss and name kinds of people in the community who create, preserve, change, or rebuild the environment.
6. Build replica of some landmark.
7. Tour community with family, noting change and growth.
8. Visit landmark in local area.

Materials and Resources:

Evaluation Activity:

1. Have the children talk about things they would like to see invented that are not presently available. (e.g. a machine that would curl your hair without rollers; a new toy)

Grade: 3 - 4 Subject: Language, Arts Unit: Awareness:

I. CONCEPT: To develop an appreciation that work is a way of life.

Objective: From the jobs named the child will give a description of their work and tell why they do it. Given a school situation, the child will be able to recognize and list the different kinds of work going on in the school environment. Given a list of class tasks, the child will be able to choose one, complete it and state why it needed to be done.

Learning Activities:

1. Show films about people working.
2. Discuss the kinds of work and reasons for it.
3. Invite guest speakers to describe why they work. Plan ahead the kinds of questions to be asked.
4. Discuss the meaning of work for them and adults.
5. Interview adults in family and on the block to find out what work they do and why.
6. Plan rotating class work chart.
7. Take responsibility for selecting classroom chores from a previously designed list.
8. Visit other classrooms and observe indications of work being done.

Materials and Resources:

Evaluation Activities:

1. Have the children use their imaginations to thinkabout and talk about what it would be liketo do nothing for a day.
2. Have the children write a story putting themselves in a situation in which they can do nothing for a day.
3. Have the stories read aloud. Have the class react to whether the child portrayed himself as doing nothing.
4. Select several stories to act out.
5. Discuss: Is it possible to do nothing?

Grade: 3-4 Subject: Language Arts Unit: Worker Oriented

CONCEPT: To develop an appreciation of the importance of working together to accomplish more than an individual could accomplish.

Objective: Given a list of tasks to do in school or at home, the child will be able to tell those he does on his own at home or in the classroom, those which others do for him, and those that are best done in a group.

Learning Activities:

1. Make a product flow chart for some classroom object showing individual and group input.
2. Discuss advantages and disadvantages of individual and cooperative work carried out at home and in the classroom.
3. Take several simple tasks that an individual or a group could do and record the completion times for an individual and for the group. Compare.
4. Choose an object, such as a desk, and trace its origin to the planting of the tree with emphasis on the workers involved at each stage.
5. After the stages have been tentatively outlined, have the students break into small groups and research each stage to define the kinds of workers involved and whether it is an individual or group effort.
6. Have the chart put on shelf paper distinguishing individual from group workers.
   Partial Example:
   Stages ---------Workers involved
   Desk ----------Student
   Classroom ----- Teacher moves
   School ----------Custodian places
   Van---------- driver, loader

   Tree Planter

Materials and Resources:

EVALUATION ACTIVITY:
Given a list of products the child will be able to state which ones would best be produced by several people working together.
Given a work situation the child will be able to cite advantages and disadvantages to individual and group production of products.

Grade: 3-4 Subject: Language Arts Unit: A Class Newspaper

CONCEPT: To develop an awareness of interaction and interdependence among individuals at work in their environments. Competition, cooperation, compromise, adjustment. Conflict. Power. Tasks assigned by us; tasks others assign to us.

Objective: Given the responsibility of carrying out a specific task in the writing of a class newspaper, the child will be able to carry out the task and explain how his job related to the end product.

Learning Activities:

1. Create mobiles depicting the need for various workers in the community. The teacher may stress the need for "balance" of producers of goods and services in making the mobile.
2. Invite people to speak to the class about the work they do and how competition, cooperation, compromise, adjustment, conflict and power are involved.
3. The children may dramatize the following situation Mr. Williams is a butcher in a meat market. One morning he gets reedy to go to work, but finds he has a flat tire so he calls the service station. Mr. White, an employee of the service station, comes to fix the flat tire so that Mr. Williams can go to work as a butcher. Mr. White receives a phone call from his wife asking him to bring home some steak for dinner, so he stops by the meat market to buy meat from Mr. Williams.
4. Plan and Publish a class newspaper so that each child has a "job" which contributes to the final product.
5. Take ads from two stores offering comparable products for comparable prices. Visit the stores and compare the quality of the products based on previously developed criteria.

Materials and Resources:

EVALUATION ACTIVITY:
Given the titles of three workers in the school, the child will be able to state in written form how they must work with each other.
Given a classroom situation in which disagreement occurs over how to settle a problem, the child will be able to list alternative solutions and the advantages and disadvantages of each.

Grade: 3 - 4 Subject: Language, Arts Unit: Fulfilling Environmental Wants

I. CONCEPT: To develop an awareness that work is a way of fulfilling environmental wants.

Objective: 1. Given a certain kind of work the child will be able to list several ways that this work could fulfill his environmental wants. 2. Given some type of work of his choice the child will be able to tell which environmental wants are met through this work.

Learning Activities:

1. Have the child keep on expense account to determine how he spends money to satisfy environmental wants.

2. Take a trip to a park to demonstrate how environmental wants are met for some people.

3. Make a bulletin board of government sponsored recreational facilities. Gather pictures from pamphlets from the State of Alaska. Emphasize these parks are available to everyone because of the workers' taxes.

4. Have each child assume he is a worker and has just received his paycheck. Have him write a story to tell how he would spend his money after all bills were paid.

5. Carry out jobs outside of school for which there is or is not a material reward. Ask the child to determine whether the job satisfies an environmental want.

Evaluation Activity:

1. Given a field trip to a park the child will be able to list environmental wants that may be satisfied there (e.g. beauty, recreation, space etc.,) and to indicate the ways in which he may find satisfaction in these areas.

Materials and Resources:

Grade: 3-4 Subject: Awareness Unit: Study of Work Roles in the Family

CONCEPT: To develop an appreciation fo work done by the family, in the home, and away from the home.

Objective: Given a chart of his family's work the child will be able to state in written form the work each member of the family does and how it benefits the family.

Learning Activities:

1. Discuss what happens at home when people do not do their tasks.
2. Talk about work done outside the home.
3. Have the children identify members of the family as workers and have them explain how the work of each member helps the rest of the family.
4. Pantomime some member of the family engaged in a task at home. Try to guess the task.
5. Depict work in the family through puppets. Have each puppet (family member) discuss his/her job and its importance.
6. Demonstrate a job in the home that he feels he does well and explain how that helps the family.

Materials and Resources:

EVALUATION ACTIVITY:
Given the time period from the close of school one day to the beginning of school the next day, the child will be able to state three things that he did that he felt contributed to the family's work, and explain how they were a help.
Given an assigned task at home that he did not complete, the child will be able to tell how it affected the family and how he felt about it.

BOYS AND GIRLS

This is not a test. Below are a few questions for you to think about. Read each question carefully and put an X in the box (or boxes) that answers the questions for you. Ask your teacher for help if you are not certain what to do.

1. I am a

girl ☐ boy ☐

2. I have a bicycle

yes ☐ no ☐

3. We have a TV

yes ☐ no ☐

4. My family owns an automobile

yes ☐ no ☐

5. My family has a telephone

yes ☐ no ☐

6. I live in a

house ☐ apartment ☐

farm ☐ mobile home ☐

7. People work because

they want to have money ☐

they like their jobs ☐

they have nothing else to do ☐

8. How sure are you about getting the kind of job you want

pretty sure ☐ not sure at all ☐

very sure ☐

9. Would you want a job at which you

might get dirty ☐ stay clean ☐

go to work all dressed up ☐

10. A good education will

get you a lot of money ☐ get you a good job ☐

make you feel important ☐ make you happy in your work ☐

11. Does thinking about your future job make you feel

very happy ☐ pretty happy ☐

unhappy ☐ mixed up ☐

12. The biggest problem for me to overcome has to do with

money ☐ family ☐

school ☐ my ability ☐

WHO AM I?

What Kind of Person Am I?

THINGS I LIKE TO DO	YES	NO
Be with other people most of the time	____	____
I like to do things by myself	____	____
I like to make things other kids can look at and use	____	____
I like to talk with other kids	____	____
I like to think	____	____
I like to put my ideas on paper	____	____
I like to work with numbers	____	____
I like to read	____	____
I like to write stories	____	____
I like to do homework	____	____
I like to help people to be happier	____	____
I like to discover new things	____	____
I like to make pretty pictures	____	____
I like to work on school activities	____	____
I like to play and work outdoors	____	____
I like to collect things	____	____
I like to move around a lot	____	____

GUIDELINES FOR SPEAKING: CAREERS AWARENESS

We appreciate your willingness to assist us in our Career Education Program. Please accept these guidelines solely as they are intended; an aid to you in selecting material for your presentation. We hope you will feel free to add to, modify, or vary from them at your own convenience.

1. Description of job itself:

   What does your job involve? What are some of the most interesting aspects of the job? How does it relate to other types of work? (Inter-action between departments, or agencies, or related companies, or transportation methods, etc.)

2. Requirements:

   Personal interests (What led you to this particular work) - Aptitudes (Are any particular aptitudes necessary or advisable?) - Attitudes (i.e. patience, love of detail, punctuality, aggressiveness, or perhaps lack of aggressiveness, etc. ?) - Education and/or special training required - Helpful background experience.

3. Benefits, both practical and esthetic:

   Is it highly remunerative work, or (as with government work for example) has it lower monetary potential but great job security and benefits? - What are the geographic possibilities? - Are there gratifying experiences with people?

4. Goal selection:

   Was this your original goal in life, or has an interesting chain of circumstances changed your direction?

5. Visual Aids:

   Slides, samples of a product, "touch and see" things - these are always interesting to children.

6. Time for "Kid Questions"

   Since the teacher will have had discussions prior to your visit, the children may be prepared with questions.

7. ~~Printed Material~~:

   This is ~~always~~ appreciated, if your company has such a thing available. If not enough for a class, ~~then~~ a brochure for our files ~~is~~ helpful.

Note: Since you ~~will~~ be speaking to elementary-age children, with 12 the maximum age, simplification to understandable terms is advised.

1. What is your job?

2. Would you be willing to talk to our class about your job at some time during the year? ____ yes ____ no

   Could you come to school hours, M-F 8:40 am - 1:30 pm? _____

   Could you bring with you any uniform, tools, or equipment you use on your job? _____

3. If you cannot visit the classroom, would you be willing to fill out a job interview form that can be read to the class? ____ yes ____ no

4. Would you have any time when you could come to the classroom and demonstrate any of the following:

   _____ solid and liquid measuring instruments

   _____ basic cooking utensils

   _____ simple woodworking tools

   _____ needle and thread

   _____ basic needlework stitches

5. Do you have a hobby, collection, or talent you would like to share with the class?

QUESTIONNAIRE FOR WORKERS

Do you work indoors or outdoors?

Do you work with things or with people?

Do you produce services or goods?

Do you have to talk much?

Do you have to listen much?

Do you have to be able to spell well?

Do you use much math on your job?

Do you have to read a lot?

Do you need to get along with people?

What do you like about your job?

What do you dislike about your job?

What are a few important things you do during a day's work?

SURVEY OF WORKERS

1. What hobbies did you have when you were a child?

2. Did any of these hobbies help you decide what you wanted to do when you were grown? ___ yes ___ no

3. If so, which one?

4. How did this hobby help you decide on a vocation?

GUEST SPEAKER EVALUATION WORKSHEET

1. Did the speaker use words that you could understand? _____

2. Did he make his subject interesting? _____

3. List some things you learned from his visit. _____

4. What would you have him do differently? _____

5. Would you want a speaker like him to talk to you about something of interest to you?

LETTER TO PARENTS

Dear Parents:

This year our class will be studying careers awareness in correlation with subject matter areas. One major emphasis will be on a study of workers in the community.

A child should be shown from the beginning of his school years that what he is learning in school will be useful to him as he prepares for adulthood. We feel that this can be accomplished by introducing the students to workers in our community who can tell them how school helped them with their jobs.

If you would like to participate, please fill out the following questionnaire and send it back with you child.

Thank you.

---

1. What is your job?

2. Would you be willing to talk to our class about your job at some time during the year? Yes _____ No _____

   Could you come during school hours (Monday through Friday, 8:40 a.m. - 3:00 p.m.)? Yes _____ No _____

   Could you bring with you any uniform, tools, or equipment you use? Yes _____ No _____

3. If you cannot visit the classroom, would you be willing to fill out a job interview form that can be read to the class? Yes _____ No _____

4. Do you have a hobby, a collection, or talent that you would like to share with the class? Yes _____ No _____

   If yes, please specify. _____

PARENT INTERVIEW WORKSHEET

Parent Interview

Occupation of Parent _____

List at least three activities of parent's occupation _____

_____

_____

_____

Location of parent's work _____

Training or educational requirements _____

_____

Amount of experience required for entry _____

_____

Advancement opportunities _____

_____

_____

3-4-5-6

FIELD TRIP INFORMATION WORKSHEET

Destination of field trip _____

_____

List five things you are to look for and learn through this field trip.

1. _____
2. _____
3. _____
4. _____
5. _____

What occupations did you observe during the field trip?

_____

_____

_____

_____

List anything you learned about any of the occupations listed above as a result of the field trip.

_____

_____

_____

_____

Do you think the field trip helped you to learn more about occupations? _____

_____

Would you like to go on a similar field trip? _____

Directions for Administering Pre-Test and Post-Test

A pre-test and post-test will be given to the students of grades 1,2, and 3. The purpose of these tests is to measure the awareness the learner gains in his knowledge of the "world of work".

To administer this test, as to give one an accurate account of measurement, please do the following:

1. If the child is unable to read and write out the questions and answers, give this test orally. (Teachers, or teacher's aides)
2. Administer individually or to very small groups, recording answers on Test Check List.
3. Record the number of correct responses per child on the class roster; testing once in the fall and once in the spring.

* In questions 1 and 2, the correct/answer must be the exact job. (not trucker, but log truck driver)

4. Data to be given to the Career Awareness Committee to be used for evaluations and quarterly and yearly reports.

PRE-TEST and POST-TEST

Grades: 1, 2, 3

1. What kind of job does your father (or any male guardian) do when he goes to work? _____

2. What kind of job does your mother (or any female guardian) do when she goes to work? _____

3. List ten jobs that people do when they go to work.

4. List five jobs that people do around our school. _____

5. What jobs are <u>you</u> (meaning the student) able to do. Name at least three. _____

_____

_____

6. See questions pertaining to your grade level.

A. <u>Grade 1</u> Circle the occupations which involve the production of milk and handling of it:

___dairy farmer (yes)
___doctor
___teacher
___store clerk (yes)
___cook (yes)
___fireman
___truck driver (yes)
___assembly line worker (yes)
___secretary
___carpenter

B. <u>Grade 2</u> Circle the occupations which involve communications.

___radio announcer (yes)
___lawyer
___mailman (yes)
___policeman
___fireman
___telephone operator (yes)
___receptionist
___news reporter (yes)
___T.V. repairman (yes)
___secretary

C. <u>Grade 3</u> Circle the occupations that involve working with natural resources.

___receptionist
___author
___fisherman (yes)
___log truck driver (yes)
___road construction worker (yes)
___stewardess
___chemist (yes)
___miner (yes)
___veterinarian
___teacher aide

Pre Test and Post Test

Fourth Grade

Name:_____

Date:_____

1. Where does your dad go when he goes to work?_____
2. What does he do when he gets to work?_____
3. Where does your mother go when she goes to work?_____
4. What does she do when she gets there?_____
5. Which of the following skills does he(she) use? (circle your choice)
   a. reading
   b. writing
   c. spelling
   d. arithmetic
   e. map skills
   f. observation
   g. inferring
6. Name as many jobs as you can that are connected with the school.
7. There are (many, some, few) jobs done by people to make money to buy important things for a family.
8. Circle the jobs that you think use natural resources.
   a. logger
   b. dog groomer
   c. farmer
   d. teacher
   e. fisherman
   f. carpenter
   g. plumber
9. There are (many, some, few) jobs done by people who work with the ecology of plants and animals.
10. Circle the food production job below:
    A. 1. farmer
       2. a person who works in a cannery

    Circle the food processing job below:
    B. 1. farmer
       2. a person who works in a cannery

11. Circle the jobs that are names for people who study plants and animals.
    a. biologist
    b. conservationist
    c. ecologist
    d. botanist

12. There are (many, some, few) jobs done be people who study the earth.

13. Circle the following if you think they are used at work and/or at home.
    a. addition
    b. subtraction
    c. multiplication
    d. division
    e. measurement

14. There are (many, some, few) jobs that people do who work with pollution.

15. Circle the jobs people would do if they take care of your teeth.
    a. dentist
    b. dental assistant
    c. dental hygienist
    d. receptionist
    e. X-ray technician

16. There are (many, some, few) jobs people do to prevent disease.

17. What is a job? (circle the right answer)
    a. What someone does for fun.
    b. What someone does to be polite.
    c. What someone does for a living.

18. What is a hobby? (circle the right answer)
    a. What someone does for fun.
    b. What someone does to be polite.
    c. Waht someone does for a living.

Pre and Post Test Key

Fourth Grade

7. many
8. a, c, e, f
9. many
10. A. 1
    B. 2
11. a, b, c, d
12. many
13. a,b,c,d,e
14. many
15. a, b, c, d, e
16. many
17. c
18. a

NORTH STAR BOROUGH SCHOOL DISTRICT

When you visit our classroom, we are especially interested in learning:

1. Nature of your work
2. Places of employment
3. Training, personal qualifications, and advancement opportunities.
4. Employment outlook
5. Earnings, working conditions, fringe benefits
6. Sources of additional information about your occupation
7. How skills taught in school are applied in your work. For example:

   reading

   writing

   spelling

   arithmetic

   map skills

   observation

   inferring

8. Related occupations

Since we know very little about your occupation at this time, please define any technical terms or occupational words that you use, so that it will be easier for us to follow your talk.

NORTH STAR BOROUGH SCHOOL DISTRICT

When we visit your organization, we are especially interested in learning:

1. Nature of the work
2. Types of occupations within your organization
3. Training, personal qualifications, advancement opportunities for the various occupations
4. Employment outlook
5. Earnings, working conditions, fringe benefits
6. How skills taught in school are applied in the various occupations. For example:

    reading

    writing

    spelling

    arithmetic

    map skills

    observation

    inferring

Please define any technical terms it is necessary for you to use during our visit so that we may better understand what is happening.

PAMPHLETS AVAILABLE TO STUDENTS AND TEACHERS

Hobbies or Avocational Interests

Pamphlet Name	Address
1. Let's Collect Rocks (single copies)	1. Shell Oil Company Public Relations Department Room 4164 50 West 50th Street New York, N. Y. 10020
2. Let's Collect Shells (single copies)	2. Shell Oil Company (Same as above)
3. Model Rocketry: The Answer to the Youth Rocketry Problem	3. National Association of Rocketry 1239 Vermont Avenue N.W. Washington, D.C. 20005
4. New Horizons for Leisure Time	4. Sun Life Assurance Company of Canada One North La Salle Street Chicago, Illinois 60602
5. Standards for U.S. Commemorative Postage Stamps	5. Post Office Department Office of Public Information Washington, D.C. 20260
6. Our Introduction to Scale Model Railroads	6. Kalmbach Publishing Company Sales Promotion Managers 1027 North 7th Street Milwaukee, Wisconsin 53233
7. Write business letters asking for information on the background of the modelmaking industry to: [If none of these acknowledge the students letters, Eugene Toy and Hobby will be glad to furnish additional names and addresses)	7. Revell, Inc. 4223 Glencoe Avenue Venice, California 90291 Western Model Distributors 6480 Flotilla Street Los Angeles, California 90022 Aurora Plastics Corporation 44 Cherry Valley Road West Hempstead, New York 11552 Monogram Models, Inc. 8601 Waukegan Road Morton Grove, Illinois 60053
8. Fascination of Stamp Collecting	8. American Stamp Dealers Asso.Inc. Department H 147 West 42nd Street New York, New York 10036

THANK YOU FORMS FOR GUEST SPEAKER AND FIELD TRIPS

Dear _____:

The Trent _____ grade thanks you for being our guest speaker. We enjoyed learning about your career.

Thank you.

_____
Student's Name

Dear _____:

The _____ grade thanks you for the field trip. We really enjoyed visiting you. We learned many different things.

Thank you.

_____

OBSERVATION RATING SHEET

Sample of a Rating Sheet a child could use for his father's occupation.

1. Name of occupation _____.
2. Worker uses hands Yes _____ No _____ .
3. Worker uses eyes Yes _____ No _____ .
4. Worker works with people Yes _____ No _____ .
5. Worker works with ideas Yes _____ No _____ .
6. Worker works with things Yes _____ No _____ .
7. Worker works outside Yes _____ No _____ .
8. Worker works inside Yes _____ No _____ .
9. Is this work dangerous Yes _____ No _____ .
10. What kinds of tools or equipment does he use?

    _____

    _____

    _____

11. Check the things that are true about this worker in his job:

    a. _____ lifts heavy things

    b. _____ lifts light things

    c. _____ lifts very little

    d. _____ walks a great deal

    e. _____ walks a little

    f. _____ sits most of the time.

12. Does this worker like his job?

    Yes _____ No _____ Doesn't care _____ .

PAMPHLETS AVAILABLE TO TEACHERS ONLY

(Requests on school stationery preferred)

Pamphlet Name	Address
1. The Creative Scientist	1. U.S. Atomic Energy Commission P.O. Box 62 Oakridge, Tennessee 37830
2. Health Careers Leaflets Leaflets in the set are: Hospital Purchasing Agent #1 Supportive Nursing Personnel #2 Hospital Admitting Officer #3 Hospital Engineer #4 Technicians: Electrocardiograph and Electroencephalograph #5	2. American Hospital Association Division of Health Careers 840 North Lake Shore Drive Chicago, Illinois 60611
3. Jobs with the Forest Service, A Up-843	3. U.S. Department of Agriculture Forest Service Washington, D.C. 20250
4. Occupational Guide Index Once this is received, individual occupational Guides may be ordered.	4. California Department of Employment 800 Capitol Mall Sacramento, California
5. Tommy Looks at Farming (cartoon book on many skills needed in farming today) Available in classroom lots. Request must be made on official stationery.	5. The B.F. Goodrich Company Public Relations Department 500 South Main Street Akron, Ohio 44318
6. What is a Pharmacist?	6. The Upjohn Company 7171 Portage Road Kalamazoo, Michigan
7. Your World of Work (intended for those who do not plan to attend college) Available to librarians only.	7. National Farmers Union Education Material Service 1575 Sherman Street Denver, Colorado 80201

PAMPHLETS AVAILABLE TO STUDENTS AND TEACHERS

Hobbies or Avocational Interests

Pamphlet Name	Address
1. Let's Collect Rocks (single copies)	1. Shell Oil Company Public Relations Department Room 4164 50 West 50th Street New York, N. Y. 10020
2. Let's Collect Shells (single copies)	2. Shell Oil Company (Same as above)
3. Model Rocketry: The Answer to the Youth Rocketry Problem	3. National Association of Rocketry 1239 Vermont Avenue N.W. Washington, D.C. 20005
4. New Horizons for Leisure Time	4. Sun Life Assurance Company of Canada One North La Salle Street Chicago, Illinois 60602
5. Standards for U.S. Commemorative Postage Stamps	5. Post Office Department Office of Public Information Washington, D.C. 20260
6. Our Introduction to Scale Model Railroads	6. Kalmbach Publishing Company Sales Promotion Managers 1027 North 7th Street Milwaukee, Wisconsin 53233
7. Write business letters asking for information on the background of the modelmaking industry to: (If none of these acknowledge the students letters, Eugene Toy and Hobby will be glad to furnish additional names and addresses)	7. Revell, Inc. 4223 Glencoe Avenue Venice, California 90291 Western Model Distributors 6480 Flotilla Street Los Angeles, California 90022 Aurora Plastics Corporation 44 Cherry Valley Road West Hempstead, New York 11552 Monogram Models, Inc. 8601 Waukegan Road Morton Grove, Illinois 60053
8. Fascination of Stamp Collecting	8. American Stamp Dealers Asso.Inc. Department H 147 West 42nd Street New York, New York 10036

PAMPHLETS AVAILABLE TO TEACHERS AND STUDENTS

Occupations

Pamphlet Name	Address
1. Because You Like People... Choose a Career in Mental Health (7 careers mentioned)	1. National Asso. for Mental Health (contact local office)
2. Bricklaying As a Vocation	2. Structural Clay Products Institute 1750 Old Meadow Road McLean, Virginia 22101
3. Careers in Statistics	3. American Statistical Asso. 806 - 15th Street N.W. #640 Washington, D.C. 20005
4. Gemology As a Career (available in classroom quantities)	4. Gemological Institute of America Registrar's Office 11940 San Vicente Blvd. Los Angeles, California 90049
5. Medical Record Librarian - Key Member of the Medical Term	5. American Medical Record Asso. 211 East Chicago Street Chicago, Illinois 60611
6. Archaeology as a Career (single copies free; additional copies 10¢ each)	6. Archaeological Institute of America 100 Washington Square East New York, New York 10003
7. The Big Story (on journalism) (Single copies free; additional copies 10¢ each)	7. Professional Journalistic Societ Sigma Delta Chi Room 852 35 East Wacker Drive Chicago, Illinois 60601
8. Careers in Consumer Finance (available in classroom quanities)	8. National Consumer Finance Asso. 1000 16th Street N.W. Washington, D.C. 20036
9. Careers in Petroleum Engineering	9. Society of Petroleum Engineers 6200 N. Central Expwy./of AIME Dallas, Texas 75206
10. The Challenge of Real Estate	10. National Asso. of Real Estate Dep't. of Public Relations./Boa 1300 Connecticut Avenue N.W. Washington, D.C. 20036
11. Dental Assisting - A Career of Action (Available in classroom quantities)	11. American Dental Assistants Assc Suite 1230 211 East Chicago Avenue Chicago, Illinois 60611

Occupation pamphlets continued:

12.	Excitement, Travel, Careers as an Overseas Secretary (single copies)	12. United Business Schools Asso. 1101 Seventeenth Street N.W. Washington, D.C. 20036
13.	Four Futures (nursing, dietetics, physical Therapy, occupational therapy)	13. U.S. Department of Defense Advisory Committee on Women in the Services Washington, D.C. 20301
14.	Horticulture - A Challenging Career (up to 25 copies)	14. American Society for Horticultural Science P.O. Box 109 St. Joseph, Michigan 49085
15.	Information Concerning Geophysics (limit of 5 copies)	15. American Geophysical Union 2100 Pennsylvania Ave. N.W. Washington, D.C. 20037
16.	Oil in the Market Place (available in classroom quantity)	16. American Oil Company 910 South Michigan Avenue Chicago, Illinois 60680
17.	Opportunities in the Welding Industry (Available in Classroom quantity)	17. American Welding Society, Inc. Director, Information & Engineering United Engineering Center 345 E. 47th Street New York, New York 10017
18.	Penetrating New Frontiers with Mineral Engineers, Geologists, Mining Engineers and ~~Metallurgists~~	18. Society of Mining Engineers of AIME 345 East 47th Street New York, New York 10017
19.	Photography as a Career	19. Professional Photographers of America 1090 Executive Way, Oak Leaf Commons Des Plaines, Illinois 60018
20.	Planning a Career in Electronics	20. Electronics Industries Asso. 2001 Eye Street N.W. Washington, D.C. 20006
21.	Satisfaction Guaranteed (on whether work is satisfying or drudgery)	21. Connecticut Mutual Life Ins. Co. Human Relations Program 140 Garden Street Hartford, Connecticut 06115
22.	Special Librarianship: Information at Work (1 - 50 copies free)	22. Special Libraries Association 235 Park Avenue South New York, New York 10003

Occupation pamphlets continued:

23. What is a Medical Technologist? (available in classroom lots)	23. The Upjohn Company 7171 Portage Road Kalamazoo, Michigan
24. What It Takes to Be a Secretary and Your Career as a Secretary (single copies of both)	24. United Business Schools Asso. 1101 Seventeenth Street N.W. Washington, D.C. 20036
25. Why Stay in School? (available in large quantities)	25. Sun Life Assurance Co. of Canada One North LaSalle Street Chicago, Illinois 60602
26. Your Career as A Chemist (limit 5 copies) (advanced reading level)	26. Chemical Institute of Canada Burnside Building 151 Slater Street Ottowa, Ontario, Canada
27. Your Career As an Aero/Space Engineer (limit of 50 copies)	27. American Institute of Aeronautics and Astronautics 1290 Avenue of the Americas New York, New York 10019
28. Your Career in Optics	28. Optical Society of America 2100 Pennsylvania Avenue N.W. Washington, D.C. 20037
29. Your Career in Textiles (one copy free)	29. American Textile Manufacturers Institute, Inc. 1501 Johnston Building Charlotte, North Carolina 28202
30. Secretarial Career Kit	30. National Secretaries Asso. (International) 1103 Grand Avenue, Suite 410 Kansas City, Missouri 54106
31 Music Therapy As a Career	31. National Association for Music Therapy, Inc. P.O. Box 610 Lawrence, Kansas 66044
32. Your Career in the Hotel/Motel Industry	32. American Hotel and Motel Asso. Educational Institute 221 West 57th Street New York, New York 11019
33. Career Oportunities with the Airlines	33. Air Transport Asso. of America 1000 Connecticut Ave. N.W. Washington, D.C. 20006

Occupation pamphlets continued:

34.	We've Got the Training You Want (Men) and A New Life, A New World (Women)	34. Army Opportunities Hampton, Virginia 23369
35.	U.S. Coast Guard Academy-pamphlet CG-147: U.S. Coast Guard Catalogue of Courses	35. Director of Admissions U.S. Coast Guard Academy New London, Connecticut
36.	Something Special. The Navy Life	36. Bureau of Naval Personnel (B61) Department of the Navy Washington, D.C. 20370
37.	Career in Auto Mechanics	37. Automotive Service Industry Asso 230 North Michigan Avenue Chicago, Illinois 60601
38.	Career in Banking	38. American Bankers Association Personnel Administration and Management Committee 1120 Connecticut Ave. N.W. Washington, D.C. 20036
39.	Career in Beauty Culture	39. National Hairdressers and Cosmetologists Association 3510 Olive Street St. Louis, Missouri 63103
40.	Building Trade Occupations for a Career	40. American Federation of Labor and Congress of Industrial Organizations Building and Construction Trade Department 815 16th Street N.W. Washington, D.C. 20006
41.	There's an Action Career Ahead in Dental Health	41. American Dental Assistants Asso. Suite 1230, 211 E. Chicago Ave. Chicago, Illinois 60611
42.	Interior Decorator as a Career	42. National Society of Interior Designers, Inc. 315 East 62nd Street New York, New York 10021
43.	Career as a Commercial Artist	43. National Art Education Asso. National Education Association 1201 16th Street N.W. Washington, D.C. 20036
44.	Dietetics as a Profession	44. American Dietetic Association 620 North Michigan Avenue Chicago, Illinois 60611

Occupation pamphlets continued:

45.	Career in Drafting	45. American Institute for Design and Drafting P.O. Box 2955 Tulsa, Oklahoma 74101
46.	Futures Unlimited: The Electronics Service Technician	46. Electronic Industries Asso. 2001 Eye Street N.W. Washington, D.C. 20006
47.	Engineering Technology What's it like to be an Engineer? What's it like to be a Technician?	47. General Electric Company Educational Communications 570 Lexington Avenue New York, New York 10022
48.	Your Future in Air-Conditioning, Heating, and Refrigeration Engineering	48. American Society of Heating, Refrigeration, and Air-Conditioning Engineers, Inc. United Engineering Center 345 East 47th Street New York, New York 10017
49.	Today's Hospital - Career Center for America's Youth #3755	49. American Hospital Association 840 North Lake Shore Drive Chicago, Illinois 60611
50.	Directory of Hotel and Restaurant Schools (25¢) List of Scholarships in Hotel and Restaurant Schools (25¢)	50. Council on Hotel, Restaurant, and Institutional Education 1522 K Street N.W. Washington, D.C. 20005
51.	Dial a Fun Future: Career Opportunities in the Lodging Industry	51. Educational Institute American Hotel and Motel Asso. 888 Seventh Avenue New York, New York 10019
52.	Career in Insurance	52. Insurance Information Institute 110 William Street New York, New York 10038
53.	Careers in Law Enforcement	53. International Asso. of Chiefs of Police 11 Firstfield Road Gaithersburg, Maryland 20760
54.	Are you Dreaming of a Career in Medical Technology?	54. American Society of Medical Technologists Suite 1600 Hermann Professional Building Houston, Texas 77025

Occupation pamphlets continued:

55.	Fact Sheet on Careers in the Medical Laboratory Medical Laboratory Career with a Future	55. Registry of Medical Technologis ASCP 710 South Wolcott Avenue Chicago, Illinois 60612
56.	Careers in X-Ray Technology	56. American Society of Radiologic Technologists 645 North Michigan Avenue Chicago, Illinois 60611
57.	The Right Career for You	57. American Asso. of Medical Ass't 200 East Ohio Street Chicago, Illinois 60611
58.	Horizons Unlimited	58. American Medical Association 533 North Dearborn Street Chicago, Illinois 60610
59.	Do you Want to Be a Nurse? (35¢) Let's Be Practical about a Nursing Career (approved schools of Practical Nursing) (35¢) Scholarships and Loans for Professional and Practical Nursing (5¢)	59. Committee on Careers American Nurses' Association 10 Columbus Circle New York, New York 10019
60.	Programing and Computer Operations	60. Asso. for Computing Machinery 1133 Avenue of the Americas New York, New York 10036
61.	Photography-Focus on Your Future	61. Professional Photographers of America, Inc. 1090 Executive Way Des Plaines, Illinois 60018
62.	Your Future in Plumbing and Heating	62. National Asso. of Plumbing, Heating, Cooling Contractors 1016 20th Street N.W. Washington, D.C. 20036
63.	Career in Printing	63. Printing Industries of America, Inc. 1730 North Lynn Street Arlington, Virginia 22209
64.	The Future Is Yours Recreation Leadership with the Ill and Handicapped	64. National Recreation and Park Association 1700 Pennsylvania Avenue Washington, D.C. 20006

Occupation pamphlets continued:

65.	Certified Occupational Therapy Assistants Occupational Therapy Handbook College and Universities Offering Courses in OT	65. American Occupational Therapy Association 251 Park Avenue South New York, New York 10010
66.	List of Approved Schools of Physical Therapy EG-r3 Your Future and Physical Therapy	66. American Physical Therapy Asso. 1156 15th Street N.W. Washington, D.C. 20005
67.	A Career in Retailing	67. The National Retail Merchants Association 100 West 31st Street New York, New York 10001
68.	Your Future with Salesmanship	68. Sales and Marketing Executive International Student Education Division 630 Third Avenue New York, New York 10017
69.	Your Career as a Secretary What it Takes to be a Secretary Your Career as a Legal Secretary Your Career as a Medical Secretary	69. United Business Schools Asso. 1730 M Street N.W. Washington, D.C. 20036
70.	For secretarial jobs in the Government	70. U.S. Department of State Division of Employment Washington, D.C. 20520
71.	A Career in Social Work	71. National Asso. of Social Workers 2 Park Avenue New York, New York 10016
72.	Telephone Industry Occupations	72. Communication Workers of America 1925 K Street N.W. Washington, D.C. 20006
73.	Career with Television	73. National Alliance of Television Associations 5908 South Troy Street Chicago, Illinois 60629
74.	Your Future in the Trucking Association	74. American Trucking Association 1616 P Street N.W. Washington, D.C. 20036

ACTIVITIES

MINI EVENTS FOR THE CLASSROOM TEACHER

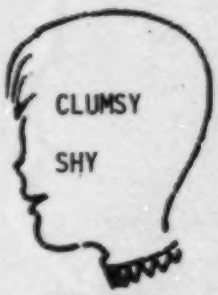
Dr. Michael C. Giammatteo

The Silhouette Game

I. Using a filmstrip projector, make three silhouettes of each child on large sheets of construction paper.

a. Make several "anonymous" silhouettes, (not of any child in class, for later use in small groups).

b. Using a supply of "trait cards", which depending on the grade level, you have either supplied or they have made for themselves). Each child tapes on the first silhouette, those traits which he feels best describes him.

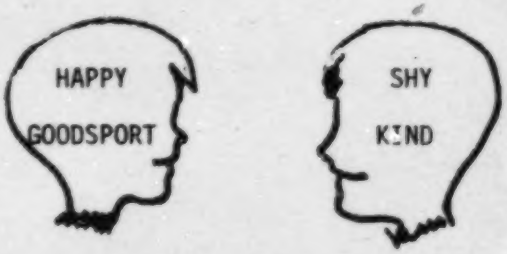


HOW I SEE MYSELF

c. On the second silhouette, he tapes all those traits he thinks his friends would use to describe him.

HOW I THINK MY FRIEND SEES ME

d. Working in pairs, each child places on his partner's silhouette, all of the traits he feels best describes him (his partner).



HOW MY FRIEND REALLY SEES ME

e. This is followed by feedback. The partners share the information on the silhouettes, question each other about the trait assignments: *What do I do or say that makes you feel that I'm stuck up? Why do you feel that I'm unfriendly? How did you know that I'm really scared when I'm called on in class? I didn't know that I blushed so much!*, etc.

f. Working in small groups, and using the information gained so far, the groups construct the "Ideal Person".

My Viewing Glasses Game

A. Construct some glasses from tag board, or use old frames (without lenses) and attach labels across nosepieces designating various people: *My Mother, My Best Friend, My Teacher, etc.* To represent various moods, or feelings, use labels such as: *Me, When I'm Angry; Me, When I'm Sad; etc.*

B. Students take turns wearing the glasses and role play their perception of how the designated person views the world, or how they themselves view the world in various circumstances.

NOTE: *This exercise makes an excellent "lead-in" for class meetings or magic circles that deal with "how our behavior affects others", "how we are all affected by how we <u>perceive</u> behavior", etc.*

4. A. Secure a Polaroid Camera.

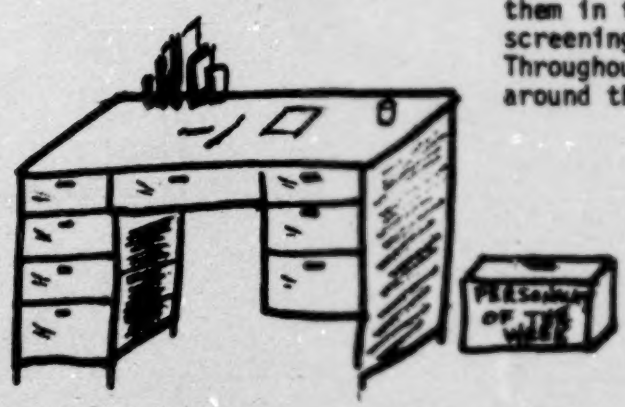
B. Take one child's picture and identify him as "personality of the week."

C. Mount the picture on a large piece of tag board and display. Various methods may be used to select the "personality of the wee.": "A new student in the room", "A child returning after an extended illness", "birthdays" or simply routine rotation.

A variation of this game might include recognition of specific traits: "Friendliest Guy or Gal of the Week," "Most Helpful", etc.

D. Have a container, (box or bag) labeled "Personality of the Week" by your desk. Ask the children to deposit in the box, everything they can find that describes the child selected; pictures, poems, stories, etc.

(It might be wise to have the children bring the items to you before depositing them in the box. This allows for screening out any negative items.) Throughout the week, mount selected items around the picture.



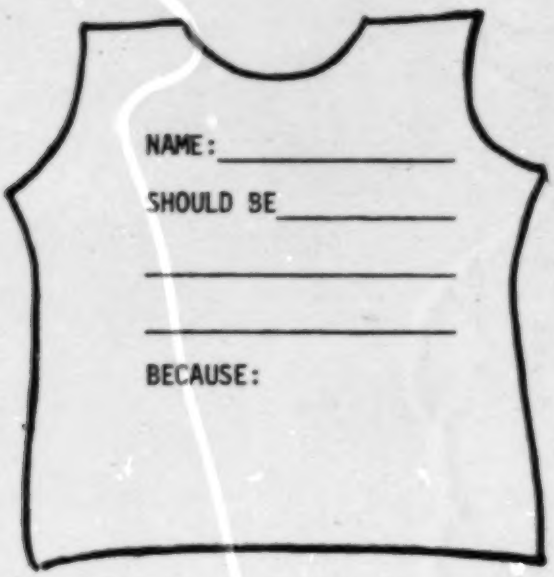
5. Discuss the character traits of outstanding historical figures which contributed to their greatness or historical significance; those traits that made them famous or "infamous" as the case may be.

List on the board, descriptive words or phrases that develop from the discussion.

Form small working groups and ask each group to design a "unique person" by placing on a torso or silhouette, all those traits or characteristics which makes a person unique.

WHY YOU SHOULD BE_____ GAME
(happy, proud, etc.)

Using paper torsos, label as follows:



Using words such as: happy, proud, gentle, kind, have fun, etc., mount them on the torso. The class then cuts out pictures illustrating the mood and places them on the torso.

6. Job Qualifications

Ask students what job or career they think they would like to pursue, and list all of the qualifications for that particular job. This of course, will involve research and information gathering. As the students gather data on various jobs, compile a Resource file of current data on occupations.

Next ask the students to design an interview sheet containing all of the information they would want to have if they were going to employ someone for the job they expressed interest in.

Example of Interview Sheet

POSITION APPLYING FOR_____(Fireman)_____

NAME_____AGE:_____

EDUCATION BACKGROUND - WORK EXPERIENCE

What was the highest grade you completed?

What work have you done in the past?

HEALTH/PHYSICAL CONDITION: MISCELLANEOUS INFORMATION

Height? Weight? Any physical handicaps? Do you suffer from respiratory disorders? Have you ever had a serious injury due to burns or falls? Do you fear of fire? Are you a sound sleeper? Do you often allow your alarm clock to run down without awakening? As a child, did you rebel against wearing rubbers or books? Do you hate to be away from home overnight? How well do you get along with others? Are you prompt?

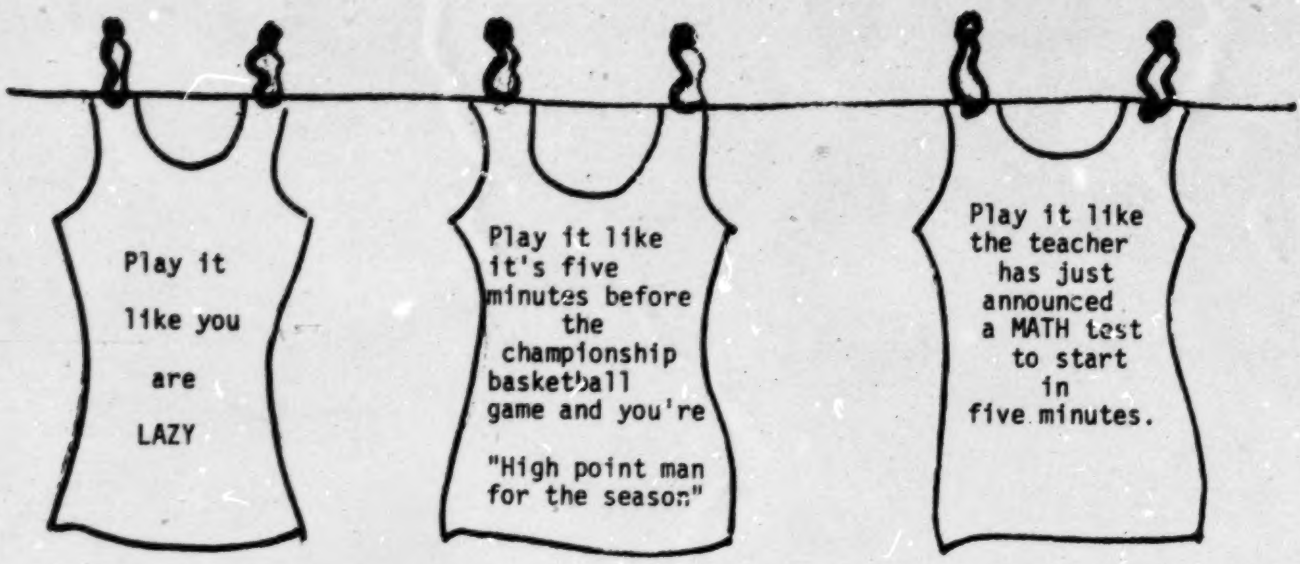
The "Interview sheets" are then used by the students to interview each other for the various selected.

The "Look at Self" Game

Equipment needed: A length of heavy string to serve as a clothesline.
Several small, plastic clothespins.
Construction paper.

a. Cut out several torsos. On the back of each, mount descriptive words such as lazy, tired, angry, happy, bored, "cool", or use phrases describing situations such as "up-coming tests", "class is going on a field trip", "five minutes before the championship basketball game and you are (a) high point man for the season, (b) low point man for the season, (c) a "sometimes" sub, or (d) a bench warmer.

b. Students take turns standing behind the torsos and play out the description of situation. The rest of the class tries to guess which situation or feeling they are depicting (from a list on the board).


Play it like you are LAZY
Play it like it's five minutes before the championship basketball game and you're "High point man for the season"
Play it like the teacher has just announced a MATH test to start in five minutes.

The phases, rules and earning money--Phase One. Each corporation does research on the topic of island (either specific islands or island formation), and on a 3 X 5 card writes a question about islands. On a second 3 X 5 card the answer and source of information is written.

Corporations are paid $50.00 for each question and answer. The cards are numbered for use in class. 50 to 75 is sufficient.

Phase Two. Corporations may now choose several methods of earning money.

a. Answering questions other than those written by the corporation. The corporation receives $100 for each question answered correctly. A record of which questions are used is kept in the master bank book. A corporation may answer a question only once.

b. Oral and written reports $300 to $500, depending upon the length and quality.

c. Reports on films--$25 for each written line.

d. Bonuses. Each Friday, the corporation bank books are checked against the master bank book. A bonus of $50 is given for correct balances.

Phase Three. Buying and selling islands. Each Friday an auction is held. The bankd (teacher) auctions an island, the corporation submitting the highest bid receives ownership of the island. The banks pays the owner of an island $300 for painting the island in the correct spot on a map. During the auction period, corporations may sell an island owned by them.

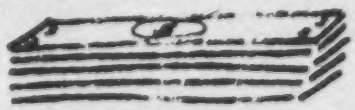
Phase Four. Productions. Island owning corporations set up "production" of a product from their island. The Production may consist of constructing paper models or symbols of the product. Each corporation may sell its products to other corporations, setting its own prices. Values can change. Each week the bank will hold a drawing for prices. Pieces of paper with variations in value are used. For example, down 10%, same value, up 5%, up 15%, up 50%. A drawing is held for the value of the land and each product being produced. A record is kept of current values.

Fines. Even though each corporation sets up its own rules of conduct, there are basic rules of conduct for the total room. A fine is given to corporations whose members break those rules. For example:

a. Talking when the teacher is speaking to the total group, $10.00 fine.

b. "Playing around", $50.00 fine

c. Fighting, $100.00 fine



7. THE LEAPING LIZARD CONTEST

IF YOU SEE ANY LIVING THING, INCLUDING AN ANIMAL, DOING SOMETHING, THE ACTIVITY MUST BE RELATED TO ONE OF THESE FOUR FUNCTIONS OF LIFE, BIRTH, GROWTH, SURVIVAL AND DEATH. IF YOU MAKE KEEN OBSERVATIONS OF THE ACTIVITY OR APPEARANCE OF AN ANIMAL. YOU CAN DISCOVER HOW IT IS RELATED TO ONE OR MORE OF THESE BASIC FUNCTIONS.

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8. A SPECIAL NERVE GAS HAS ESCAPED AND KILLED ALL THE ANIMALS IN THE WORLD EXCEPT MAN. WHAT WOULD THE WORLD BE LIKE IN ONE WEEK, IN ONE YEAR?

9. IF YOU HAD TO CLIMB THE FACE OF A MOUNTAIN WHICH ANIMAL WOULD YOU WANT TO BE AND WHAT WOULD BE YOUR REASONS?

10. AN AUTOMOBILE DESIGNER IS TRYING TO BUILD A NEW MACHINE FOR LAND SPEED RECORDS AND NEEDS AN ANIMAL FOR A MODEL. HE ALREADY HAS THE WORLD'S MOST POWERFUL ENGINE, WHICH SHOULD HE CHOOSE, AND WHY?

11. A SCIENTIST, MAKING CAREFUL OBSERVATIONS, CAME UP WITH THE FOLLOWING FACTS ABOUT THE WHITE FOOTED MOUSE:

(a) EACH FEMALE MOUSE CAN HAVE BABIES EVERY 30 DAYS.

(b) EACH FEMALE HAS 10 BABIES, HALF OF WHICH ARE FEMALE.

(c) FEMALE MICE CAN BECOME MOTHERS IN ONE MONTH

(d) A WHITE FOOTED MOUSE EATS 1/2 POUND OF FOOD EACH MONTH

IF YOU WERE GIVEN A MALE AND FEMALE MOUSE ON THE FIRST OF JANUARY,

(cont'd) 11. HOW MUCH FOOD WOULD YOU HAVE TO BUY TO LAST YOU UNTIL THE END OF JUNE?

12. MOST PEOPLE REALIZE THAT LIZARDS LOSE THEIR TAILS WHEN ATTACKED. FIND ANOTHER ANIMAL AND DESCRIBE HOW IT'S TAIL IS USED AND WHY THE TAIL IS USED THAT WAY.

13. <u>THE GREAT GOONIE BIRD HUNT</u>

IF YOU SEE ANY LIVING THING, INCLUDING A BIRD, DOING SOMETHING, THE ACTIVITY MUST BE RELATED TO ONE OF THESE FOUR FUNCTIONS OF LIFE: <u>BIRTH</u>, <u>GROWTH</u>, <u>SURVIVAL</u> AND <u>DEATH</u>. IF YOU MAKE KEEN OBSERVATIONS OF THE ACTIVITY OR APPEARANCE OF A BIRD, YOU CAN DISCOVER HOW IT IS RELATED TO ONE OR MORE OF THESE BASIC FUNCTIONS.

a) FROM A BIRD YOU HAVE SEEN HERE, ADD THE NECESSARY COLOR AND DETAIL.

b) **** IF THIS BIRD WERE ORANGE WITH PURPLE POLKA-DOTS, HOW WOULD HIS LIFE HAVE TO CHANGE?

c) DRAW A PLANT THAT THE ORANGE AND PURPLE POLKA DOTTED BIRD WOULD CHOOSE TO LIVE IN.

14. KNOWING THAT BIRDS HAVE SPECIAL FEET AND SPECIAL BILLS, IF YOU WERE A BIRD, BUT COULD CHOOSE ONLY ONE OF THESE, DRAW ONE YOU HAVE SEEN HERE (NAME SITE) THAT YOU WOULD CHOOSE AND GIVE YOUR REASONS FOR CHOOSING IT.

15. "KINNEYS SHOES" ARE NOW DEVELOPING A SLIP-ON SHOE SO THAT EVERYONE'S PIGEON CAN CATCH FISH. PLEASE HELP THEM BY DESIGNING THIS SHOE.

16. THE U.S. SECRET SERVICE HAS GIVEN YOU PERMISSION TO BREED A SPECIAL BIRD THAT CAN DO ANYTHING, EAT ANYTHING, AND FLY ANYWHERE. USING YOUR OBSERVATIONS SELECT THE BEST BIRD FEATURES AND DESIGN A NEW BIRD TO MEET THEIR NEEDS.

17. "A BIRD IN THE HAND IS WORTH TWO IN THE BUSH". WHAT DOES THIS STATEMENT HAVE TO DO WITH A BIRD'S COLOR?

18. DESCRIBE IN POETRY THE THOUGHTS OF A LARGE FAT BIRD AS HE TRIES TO SIP NECTAR FROM A SMALL DELICATE BLOSSOM.

19. A DENTIST IS DEVELOPING A SET OF FALSE TEETH BY USING THE BEAKS OF BIRDS AS HIS MODELS. DRAW THE DIFFERENT TYPES OF BEAKS HE WOULD NEED TO USE AND DESCRIBE THE REASONS HE SHOULD USE EACH TYPE.

20. FROM A BIRD TRACK YOU HAVE SEEN HERE, DRAW THE FOOT OUTLINE MADE BY A BIRD WHICH IS BETTER AT RUNNING FROM ITS ENEMIES THAN FLYING.

21. DESCRIBE WHAT EACH OF THE FOLLOWING HAVE TO DO WITH BIRTH, GROWTH, SURVIVAL AND DEATH IN BIRDS: FEET . . . BEAKS . . . SHAPE . . .

22. MERCURY HAS CONTAMINATED THE GRAIN AND INSECTS WHICH HAVE KILLED ALL THE WORLD'S BIRDS. WHAT WOULD HAPPEN IN A WEEK AND WHAT WOULD HAPPEN IN A YEAR?

23. Career Bingo

Equipment:
a. card
b. marking device
c. prizes

Each child has a cardboard square divided into 9 equal spaces (size of a card optional, but large size is nice - 9" x 11"). In each space is a picture of something related to careers. The pictures can be teacher prepared or kids can find magazine pictures to cut out and glue on cardboard already ruled off in 9 equal squares.

Each player needs at least 9 objects to use as marking device. (Cut paper squares in a bright color, works nicely.) When the teacher calls out a job or related item, if it's on the card the child covers it. The first one to get three in a row, across, down or diagonally, is the winner. He must shout "BINGO"! Prizes may be awarded. (I use a grab bag of small goodies like marbles, candies, erasers, plastic planes, etc. and the winner may choose.)

24. Teach students about vocabulary as it pertains to careers using the Sears, Roebuck catalog. Cut out pictures of motors, generators, distributors, etc. and paste them on cards. On another set of cards write the words. The students then match the picture with the words. Also draw free hand all of the different building structures and sizes in the catalog. Use the same method as mentioned above.

25. A Mature Thing
by Dr. Robert Sylwester, University of Oregon

Ask your pupils to carefully observe things around them when they are outside during the next several days, and then select something small in nature that especially interests them--a rock, an acorn, a flower, a stick, a blade of grass, etc. It should be something in its natural state, not altered by man.

Tell them to study their object carefully for several days--carry it around with them, handle it, bring it to school, think about it. Create classroom activities that will encourage this--discover what kinds of objects the group selected, ask pupils to tell why they selected the objects, discuss the objects, classify them in a variety of ways, note changes that occur in the object over a number of days, etc.

When they're well acquainted with their objects, ask them to select something made by man that is similar in form and/or function to the object they found in nature--a piece of carpet to go with a blade of grass, a soda straw to go with a dandelion stem, a chip of exterior to go with a piece of bark, an ornament and a flower, a brick and a rock, etc.

Ask them to bring their manufactured objects to school and talk about the reasons they selected them. Will they grasp the idea that man draws from nature to meet his needs? Will they note that man tends to embellish his creations while nature is content with an elegant simplicity? Will they note the recycling of natural objects and the semi-permanence of many man-made objects?

Classify the manufactured objects and see if your pupils use the same classification schemes they used earlier. Ask groups of pupils to combine their objects to form relationships and/or simple machines. Discuss the career implications of the various objects your pupils selected. What new insights and understandings evolve? Create displays and bulletin boards that deal with your class explorations, etc.

Nothing of great significance will come from all this activity except that your pupils will discover something about nature and contemporary life, vocation, and pollution, life and death, need and affluence, beauty and ugliness . . . . .

26. Formation of corporations

Briefly describe a corporation.
The students form corporations of their own choosing with no less than four nor more than six members, with each member an equal shareholder. The students must choose a name for the corporation and elect officers. When this is done the corporation can function. Each corporation must devise a set of rules for its members conduct while in the room and devise a set of consequences for violation of these rules.

THE GAME

The object of the game is for each corporation to earn as much money, either in cash, landholdings, or products owned, as possible. The corporation with the highest value at the end of the term is the winning corporation.

Each corporation keeps a bank book of deposits and checks written by the corporation and the reasons for them. A master bank book is kept by the teacher.

The game is played in phases, the corporations continuing to each phase as they become ready.

27. Money making and spending

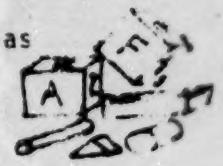
A. Several weeks prior to the main program, teach a mini-course in banking during which money is made.

B. Students begin to earn money. Money is earned in math and reading classes. Students are paid for positive behaviors and for work completed. To provide a balance of money, a 10 cent per day limit for each child can be set.

C. Students are responsible for their own money. A banking system can be devised into which the students deposit and withdraw their money.

D. Students spend their money--every third Friday a Fun Day is held. Students are allowed to make choices about how they spend their money. (Their choice may be not to spend money. The students choose from the following:

a. a movie (25¢)
b. popcorn (5¢)
c. Kool-aid (5¢)
d. coloring sheets (5¢)
e. a variety room which includes finger-painting, blocks and clay (10¢)
f. a room in which children play with their own cars and trucks (25¢)
g. a room in which children play with their own dolls (25¢)
h. activities in the gym, such as jump rope, balls, tumbling, hula hoops (20¢).



28. Oregon Trail

Make a list of the jobs involved in the organization of a wagon train. Every child gives suggestions about the jobs necessary to round out the tasks that the early pioneers had to perform. Start with wagon master and have every child vote for a slate of kids, who are nominated.

Each child will have a job that depends on another. The jobs included are:

1. Wagon master (and assistant)
2. Blacksmith
3. Cook
4. Doctor
5. Scouts
6. Indian peacemaker
7. Teacher
8. Secretary (keeps a daily log of travels)
9. Guards (2)
10. Animal keeper
11. Ammunition supplier
12. Supply master

29. Problem Solving

Find a job listed below and tell at least 4 ways you sould solve it.

A. Wagon master - What would you do if a young girl was captured by Indians and to get her back they wanted the rest of the food?

B. Blacksmith - If a wagon looses a wheel that can't be fixed and there weren't any more wheels, what would you do for the wagon so it could move?

C. Supply master - The wagon carrying your supplies breaks down and crashes. How would you carry the supplies using only your horse and parts of the broken wagon.

D. Scouts - What if you were scouting ahead and you had to choose between crossing a dangerous river or going through Indian country? Why?

E. Guards - Someone has stolen some money from a wagon. How would you find out who did it?

F. Teacher - What if the wagon with the school supplies was destroyed. What would you use to teach them?

G. Secretary - Put your records in order - recopy.

H. Indian peacemaker - If you were trying to make peace with some Indians and they wouldn't agree unless you sacrificed a wagon, food and horses. Would you fight or give those things up? THINK.

I. Cook - What would you do if you only had 5 days worth of food left and it was 10 days before getting to the next fort?

J. Animal keeper - what if during the night Indians came and drove off 20 horses. What would you do?

K. Doctor - If young boys caught a disease that would spread, what would you do as a doctor to protect the rest of the group?